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ABSTRACT

This guide describes a program designed to assist local school leaders in developing a career exploration program for grades 7-9. It is designed for implementation in the classroom structure and curriculum and is divided into seven sections: Introduction, Teacher Training, Career Resource Information Bank (CRIB), Field Trips, Positive Action, Evaluations, and Teaching Units. The 14 teaching units cover art, drafting, earth science, English, guidance and counseling, health and life science, home economics, industrial arts, mathematics, music, physical education, social studies, speech, and typing. Each of the units contains some or all of the following elements: Overall obectives, rationale, specific performance objectives, learning activities, sources of information, materials, resource people, budget summary, evaluation, hands on project. (TA)

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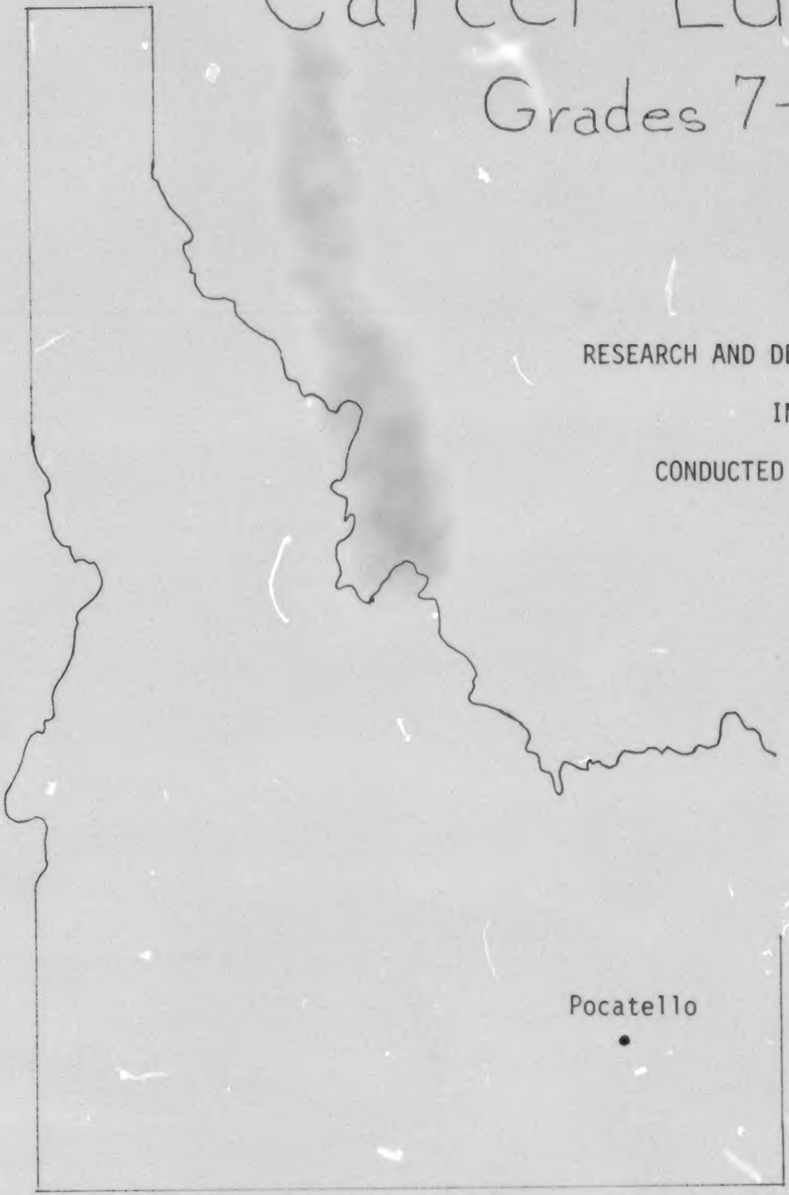
Planning For Career Education

Grades 7-9



RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
CONDUCTED UNDER P L 90-576
TITLE I, PART C

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CE 010 366

CAREER EXPLORATION

GRADES 7-9

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The Project presented or reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Grant Number OEG-0-73-2993, Project Number V361033L.

INTRODUCTION

This document is the result of an eighteen-month project that was made possible by a grant from the United States Office of Education, Department of Health, Education, and Welfare. Grant authority was P.L. 90-576, Title I, Part C. The major objectives of the project were to provide a majority of the students (grades 7-9) at one junior high school a program of career orientation and exploration, career guidance and counseling, and development of self-awareness and decision-making skills.

The vehicle for transporting this program to the student was the existing classroom structure and curriculum. It was not our desire to create an either/or situation for the student, academic versus career education, but to integrate the career education activities into as many of the existing disciplines as possible. At the conclusion of the project seventeen career exploration units were integrated into eleven major disciplines. Each unit was designed to meet a minimum of five hours of instruction with the major emphasis on field trips, hands on, and CRIB activities. Teachers were requested to implement the unit in each of the two semesters.

Prior to implementation, all participating teachers were required to attend a three-week pre-service workshop where the major emphasis was placed upon conceptual learning, community visitations to local business and industry, and writing units for the classroom.

Purpose of the Guide

Developing and implementing a program of career exploration in a period of eighteen months is a complex and difficult task; and consequently, many problems and errors were encountered along the way. A great number of changes were made and many more will be evident as we continue to field test the project. Therefore, the guide should not be construed to be complete and comprehensive. Rather, it is designed to be illustrative of what might be accomplished in a like setting.

The program offered in this guide is merely provided to assist local school leaders in carrying out their tasks in developing a career exploration program for grades 7-9. The unique population and situation of each school or district will determine the ways in which the suggestions are adopted.

The guide is divided into seven sections; introduction, teacher training, career resource information bank (CRIB), field trips, positive action, evaluations, and teaching units.

ACKNOWLEDGMENTS

For the advisement and direction pertaining to the total project, we give our thanks to the following:

District Administration	Mr. Parker Richards, Assistant Superintendent of Instructions Mr. Tom Strah, Director of Secondary Education Mr. Gordon Waford, Director of Personnel
Project School Administration	Mr. DeWayne Christensen, Principal Mr. Robert Goold, Vice-Principal
State Department of Vocational Education	Mrs. Janet Latham Mr. Kenneth Hansen

For the constant advisement and suggestions pertaining to the project, we give our thanks to the following:

Franklin Junior High Teacher	Mr. Ben Johns
Hawthorne Junior High Counselor	Mr. Charles Sloat
Irving Junior High Teacher	Mrs. Marsha Herzog

For the patience of Job we give our thanks to the project secretaries, Mrs. Maurine Broadhead and Miss Deanne Bunnell.

Phil Burkhart, Project Director

CONCEPTS, GOALS, FOCUS, AND COMPONENTS

What Is Career Education?

"Career Education is the total effort of public education and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual "*

Implied Definitions

1 Career education speaks to all educational settings, not just K-12
2. Career education is an active partnership between education and the community
3 Career education is not all education, but only one of a number of worthy educational goals
4 Career education is helping individuals to want to work, acquire skills, and find employment
5 The goals of career education are to make work possible, meaningful, and satisfying to each individual

Objectives

The objectives which mark the way to achievement of the goals of career education, stated in their most simple and direct form, are to help all individuals (a) have reasons to want to work, (b) acquire the skills required for useful work, (c) know how to obtain work opportunities, and (d) enter the world of work as a successful and productive contributor

Role of Teacher

Career education represents a form of educational motivation for the teacher to use in conjunction with any other motivational devices that have worked effectively in the past

Career education does not seek to use this form of educational motivation to replace other effective motivational procedures that classroom teachers have always used

This form of educational motivation is not intended to detract from the actual amount of time students spend in absorbing substantive content Rather, the time required for providing this motivation comes from the total pool of time and effort available to every teacher for student motivation. Thus career education in no way seeks to "water down" the substantive content of education. Instead, it seeks to assure that more such content will be meaningfully assimilated by the individual student.

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*Kenneth B Hoyt, Rupert N. Evans, Edward F Mackin, and Garth L Mangum, Career Education: What It Is and How to Do It, (Salt Lake City: Olympus Publishing Company, 1974) p 15

Long Range Goal

To create change in our traditional approach to educating the child.

Immediate Goal

To commence this change by providing a majority of the students at Alameda Junior High School a program of career orientation and exploration, career guidance and counseling, development of self-awareness skills, and good decision-making skills.

Focus of Project

1. To increase the self-awareness and career awareness of each student.

2. To develop in each student favorable attitudes about the world of work.

3. To assist each student in developing and practicing appropriate career decision-making skills.

3. Provide career orientation and meaningful exploratory experiences for students.

4. Use the existing curriculum as a vehicle for accomplishing the abovementioned objectives.

Project Components

1. Form a Community Advisory Committee

2. Provide a career exploration workshop for all participating counselors, teachers, and administrators

3. Include at least 50 percent of the project school staff in program.

4. Include at least 75 percent of the total studentbody in the career education activities.

5. Give participating ninth grade students the opportunity for in-depth exploration in at least three careers.

6. Give participating seventh and eighth grade students the opportunity for exploration in a minimum of six careers.

7. Develop a career guidance and counseling model

8. Develop a Career Resource Information Bank (CRIB)

9. Design a program that will cut across the major educational disciplines of each student

10. Explore the existing curriculum and include 80 percent more career development experiences

11. Pre and post test 162 control and experimental students

RESOLUTION

As a result of the project, the Pocatello School Board adopted the following resolution at their December, 1974 meeting.

> We, the Pocatello School Board Number 25, believe that it should be the policy of our school district to provide career education learning experiences that will assist each youngster in developing a wholesome attitude towards self, work, and society; acquiring an awareness of relevant factors to be considered in decision making in career selections; exploring his/her own interests and abilities; and exploring the many activities that might challenge and enlarge his individual talents and skills.

GRADE LEVEL OBJECTIVES

Grade Nine

During the introductory year the classroom teacher, in cooperation with the counselors, will need to incorporate in their learning package activities relating to self awareness. This task should be accomplished by a coordinated plan with all ninth grade teachers (in project) and counselors. This action will prevent duplication for the students.

Objective	Skill Area
1. To develop in a more specific and in-depth way the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfaction and dissatisfaction as related to student's own assessment of self needs.	Classroom
2. To expose the students to exploration activities designed within the cluster concept. Careers will be clustered around subject areas.	Classroom
3. To develop the attitude that all work has dignity.	Classroom and Guidance & Counseling
4. Expose each student to at least one hands on experience in each of the related classes.	Classroom
5. To expose each student to at least one in-depth experience in observing and investigating a specific occupation as conducted by an employee in a community, industrial, or business operation.	Classroom
6. To encourage students to develop a tentative plan showing high school course preparation.	Classroom & Guidance & Counseling
7. To expose each student to an interpretation of their DAT scores as it relates to career preparation.	Guidance and Counseling
8. To develop an understanding of the changing role of the women in the world of work.	Classroom and Guidance & Counseling

Grade Eight

During the introductory year, the classroom teacher, in cooperation with the counselors, will need to incorporate in their learning package activities relating to self awareness. This task should be accomplished by a coordinated plan with all eighth grade teachers (in project) and counselors. This action will prevent duplication for the students.

Objective	Skill Area
1. To develop decision making skills and an awareness of the results of decisions to give him a sense of destiny control.	Guidance and Counseling
2. To develop an attitude that all work has dignity.	Classroom and Guidance & Counseling
3. To develop the student's awareness in broad and varied occupational areas in terms of work roles, related life styles, and potential satisfaction and dissatisfactions as related to the student's own assessment of self needs (self needs should include such things as locations, acquaintanceships, values, self-identity, prestige, income, standard of living, leisure time, data, things, and people.	Classroom
4. To expose each student to at least one field trip to a local business or industry. The field trip should allow for generalized observations into the different occupations.	Classroom
5. To expose each student to at least one hands on experience in the classroom.	Classroom
6. To develop an understanding of the changing role of women in the world of work.	Classroom and Guidance & Counseling

Grade Seven

Objective	Skill Area
1. To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interest as they relate to work roles.	Social Studies (Satellite Program) Guidance and Counseling
2. To develop the attitude that all work has dignity.	Social Studies and Guidance & Counseling
3. To develop an understanding of work values as they relate to career choices.	Guidance & Counseling
4. To develop an understanding of the changing role of women in the world of work.	Social Studies and Guidance & Counseling

CAREER EDUCATION COMMUNITY ADVISORY COMMITTEE

Assisting young people to understand qualifications and requirements in career fields requires the best cooperative efforts of the school and the community. In order to meet its responsibility, the school must know what the people need and want; and likewise, the community should know what the school is attempting to accomplish and is capable of doing. There must also be a two-way system of understanding and communication between business, labor, industry, and education, in order to keep the program realistic and to meet changing needs. Today, more than ever before, education and outside agencies must work as a team and share the responsibility for training the work force vital to the nation's economy. One of the best tools for advancing this concept is the creation of a community advisory committee that consists of dedicated representatives from all the concerned agencies. This committee can offer the layman's point of view that is not obtainable elsewhere.

Goals

1. The advisory committee will act as general liaison between the community and the project, helping to provide resource information and personnel
2. The advisory committee will promote public relations concerning the project.
3. The committee will make available to the teachers suggestions from the working community in an attempt to keep the teaching units relevant to current trends in the world of work.

While in the process of refocusing the existing Alameda curriculum from the traditional pursuits to career education, we, as members of the advisory committee, recommend the following concerns be given serious consideration for implementation into the new structure.

1. That the program be geared and operated at the level of the students.
2. That the program be of wide scope so that students can realize all of the possibilities
3. That opportunity be given for student group discussion and interviews with qualified workers.
4. That students understand local conditions, such as labor supply shortages, oversupply, wage rates and distribution of labor force.
5. That students be made aware of our changing economy, and realize that present shortages may not exist in the future, and many future jobs may not exist now
6. That students recognize personal factors which may influence job stability, advancement or failure in their preferred occupations. Among these factors would be appearance, personality, and relationships with others
7. That special attempts should be exerted to motivate the disinterested student
8. That the minority student be made aware of unique opportunities available to him
9. That the work contribution of women be considered as socially significant as that of men
10. That students explore the health occupations field, and realize the different levels of training represented in different jobs available to men and women.
11. That counselors be made more accessible to student, staff, and community.

12. That the program be considered a success if it stimulates the student to develop an honorable attitude toward the world of work.
13. That at least 75 percent of all students be given an opportunity to participate in the project.
14. That all participating ninth graders be exposed to a minimum of three careers.
15. Seventh and eighthgraders participating in the project be exposed to a minimum of six careers.
16. If possible, to involve approximately 50 percent of teaching staff in the project.
17. Subject teachers to appropriate training and inservice opportunities throughout project.
18. Provide opportunities for additional teachers to become involved in career education.
19. That teachers avail themselves of all possible community resources for student exploration activities.

Bylaws

As adopted by the Community Advisory Committee and approved by the Pocatello School Board, December 9, 1974.

Chapter I
Name, Function, Organization

Section 1 -- Name

The name of this organization shall be the Career Education Community Advisory Committee (CECAC).

Section 2 -- Function

This Committee shall serve as an advisory group to the Director of the career education program; act as a liaison between the Director and the community by helping to provide practical business information and current trends in the world of work; promote good public relations; assist the Director in locating community resources and personnel for student exploration activities; through the Director's leadership will serve as possible resource people for teachers in curriculum development; and provide consultation for the Director, Administration, and Board of Trustees in matters relating to career education. These matters may include, but need not be limited to such things as legislation, (state and federal), financial support, long-range planning, and evaluation at all levels of the career education program. The Committee will be available to work directly with teachers in the classroom upon the request of the Director of the program.

Section 3 -- Organization

The Advisory Committee shall serve at the pleasure of the Board of Trustees. Community members will be appointed in writing by the Board of Trustees, with recommendations from the Director and the Advisory Committee.

Chapter II
Membership

Section 1 -- Membership Defined

The Committee shall be composed of a cross-section of interested, capable representatives of the community willing to contribute their time and talents as related to the world of work

Section 2 -- Composition of Membership

A. The Committee shall be composed of 12 members of the community, plus appropriate ex-officio members, and shall serve the two junior high schools now involved with career education, and eventually the four junior high schools as they are phased into the program

1. The community committee members shall be composed of:
   a. Both men and women
   b. Businessmen/women (employers and employees)
   c. Parents
   d. Representatives of both labor and management

2. Ex-officio members shall include:
   a. Director
   b. Coordinators of schools enrolled in career education programs.
   c. One student currently enrolled in each school involved in the career education program

B. Term of Office

Community members shall serve a rotating term of three years. New appointees shall be appointed for three years, with current membership of the committee divided into one, two, and three year appointments, to preserve the continuity of the committee. Vacancies will be filled by appointees who will serve to the end of the unexpired term, and may be re-appointed to a full three-year term. Student members will be appointed for a term of one year by the Building Coordinator.

Chapter III
Officers

Section 1 -- Officers

A Chairman and Vice-Chairman shall be elected for a period of one year by the Committee at the beginning of the calendar year

Section 2 -- Duties

The Chairman shall preside at all general meetings of the Committee.

The Vice-Chairman shall assume the duties of the Chairman in his/her absence.

Chapter IV
Meetings

Section 1 -- General Meetings

General meetings shall be held once a month, or as deemed necessary by the Chairman.

Section 2 -- Special Meetings

Special meetings may be called by the Director or the Chairman.

Section 3 -- Quorum

Four community members shall constitute a quorum at a regular meeting.

Section 4 -- Absences

An individual will automatically lose membership of the Committee if he fails to attend three (3) consecutive regular meetings without presenting good reason to the Chairman in advance.

Chapter V
Amendments

Section 1 -- Amendments

The bylaws may be amended at any regular meeting by a 2/3 vote of the members present, providing notice of such change has been given at a previous meeting.

VOCATIONAL EXPLORATION IN-SERVICE WORKSHOP

I. Course: Vocational Exploration

A. Course length: The entire course will last for three weeks, four hours per day, five days a week, for a total of 60 hours.

B. Instructor: First week, Mr. Rodney Hale, Director of Vocational Education, Robbinsdale Area Schools, Minneapolis, Minnesota. Second and third weeks, Dr. John Borden, Division of Guidance and Counseling, Idaho State University.

C. Time: All class sessions will be held in the afternoons.

D. Dates: June 11-30, 1973.

E. Stipend: Each participant completing all requirements will be given a $300 stipend.

F. Credits: Three hours of graduate or undergraduate credit from ISU at a cost of $5.00 per hour.

G. Class size: Not to exceed 26 participants. Class will be broken into small groups with five to six in each group. Major portion of classwork will be accomplished in the small groups.

II. Objectives of the Workshop

A. Product Objectives

1. To involve a maximum of 26 staff members in a three week in-service workshop, representing no more than sixteen disciplines, five counselors, one Dean of Students, one Vice-Principal, and one principal.
2. Develop a personal positive attitude about career education.
3. Develop vocational goals relating to self, student, and school.
4. Examine and develop a sound career education philosophy.
5. Develop an attitude that career education is a worthy mission for our educational institutions.
6. To lay the foundation for creating the desirable atmosphere of truly comprehensive education as opposed to a strongly college-oriented method that now exists.
7. Mold participants into a cohesive and accepting group.
8. Expose each participant with prospective employers of their students (career areas that participants are not familiar with).
   a. To promote public relations between teacher and employer.

   - b. To provide teachers with information concerning requirements and expectations of the employers as related to the school's obligations to local business and industry.
   - c. To provide teachers with information concerning requirements and expectations of the employer as it pertains to his employees.
   - d. To provide teachers with information concerning the operational goals, procedures and functions of the employer.

9. To develop a classroom study unit for each discipline. Hands-on project will receive major emphasis.
10. Guidance personnel will develop a complete and articulated model program of guidance and counseling.
    - a. Increase self-awareness.
    - b. Increase career-awareness.
    - c. Assist student in developing appropriate career decision-making skills.
    - d. Assist student in developing a positive attitude about the world of work.
    - e. Assist student and teacher in the provision of a wide variety of meaningful career orientation and exploration experiences.
    - f. Organize both group and individual counseling experiences for students.

B. Process Objectives

1. Three week, sixty hour, four hour per day in-service workshop for a maximum of 26 participants. To be held June 11-30, 1973, Alameda Junior High School, Monday through Friday.
2. Provide a $300 stipend for each participant who completes all requirements.
3. Provide to those who desire, three (3) hours of graduate or undergraduate credit for ISU. Credits will be offered through the Division of Continuing Education at a cost of $5.00 per hour. Each person desiring credit will be required to provide his own funds for this purpose.
4. Project staff will provide all necessary materials for participants.
5. First week--June 11-15.
   - a. Instructor, Mr. Rodney Hale, Director of Vocational Education, South Washington County Schools, Cottage Grove, Minnesota.
   - b. The primary objective for this week will be to examine and develop the following:
     - (1) A positive attitude about career education.
     - (2) Career education goals (self, student, school).
     - (3) Vocational philosophy.
     - (4) Career education as a worthy mission.
     - (5) Comprehensive education concept as opposed to a strong college-oriented system.
     - (6) Creation of a cohesive and accepting group of workshop participants.
   - c. The vehicles used to accomplish above goals:
     - (1) Lectures.
     - (2) Small group interaction.
     - (3) Personal examination of resource materials and text.
   - d. Sessions will be held Monday through Friday, 1-5 p.m., Media Center, Alameda Junior High.

6. Second Week--June 18-22
    a. Instructor--Dr. John Borden, Division of Guidance and Counseling, Idaho State University.
    b. The primary objective for the second week will be to divide participants into groups of two and send them out into the community to explore at least two businesses.
    c. Schedule:
        (1) Monday, 1-2 p.m., orientation at Media Center, Alameda Junior High.
        (2) Monday, 2-5 p.m., into that business!!
        (3) Tuesday, Wednesday, and Thursday--we're still downtown.
        (4) Friday--we're back at the Media Center. What did we find out?
7. Third week--June 25-29
    a. Instructor--Dr. John Borden, Division of Guidance and Counseling, ISU.
    b. The primary objective for this final week will be to develop guidance and teaching units by exploring, researching, and examining all available resources; lecturing and consultation by instructor, and interaction with resource people who are participating in the workshop.
    c. All sessions will be conducted in the Media Center at Alameda Junior High, Monday through Friday, 1-5 p.m.

III. Participant Responsibilities

The project director desires to design this workshop on the premise that all participants are professional people who will be desirous of participation on a level that will provide maximum gain and input. Assuming that this concept is true, the workshop will therefore be constructed to take advantage of this professional attitude by eliminating the need for a closely structured program. We hope this will result in greater opportunities for more dialogue with all participants, growth and development of your own concepts, progress at your own rate of speed, and wherever possible, do the kind of things you feel are important.

We further desire that you will have a positive interaction with the participants and the employers, attitudinal changes will come about concerning the world of work and career education, a change towards your approach to students, and above all, we hope you will grow professionally.

Please read the following responsibilities as a framework to point the direction. These may be altered by group decision, but to start with, they will form a basic guide as to what will be expected from each participant:

A. Complete a minimum of 60 hours of attendance.
B. Read the materials as assigned by the instructors.
C. Participate in a minimum of two field trips to downtown businesses.
D. Gathering of information and materials from field trip experience.
E. Teachers construct at least one classroom teaching unit.
F. Counselors construct a model for guidance and counseling.
G. Evaluate workshop.
H. Willingness to share in small group interaction.

Accomplishing the above responsibilities to the best of your ability will constitute your approval for receiving the $300 stipend; however, the director and instructors will reserve the right to make the final determination.

RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION

Pocatello School District Number 25
Pocatello, Idaho

Guidelines for Development of
Career Resource Information Bank
(CRIB)

CRIB

General Objective

To provide a supportive resource center for up-to-date career education materials that will aid the students, teachers, counselors, and administrators in their activities of career exploration and orientation, teaching, unit writing, guidance and counseling, and researching.

Purposes

1. To provide appropriate supplemental career materials (aside from individual classroom) for students who might demonstrate a desire to initiate self-exploratory activities.
2. To provide career resource materials for students who need additional resources to complete a classroom assignment.
3. To provide an additional resource for teachers, counselors, and administrators who are developing and conducting classroom activities, guidance and counseling services, and research programs.

Directed To:

1. Seventh, eighth, and ninth grade students--Primary Target.
2. Teachers, counselors, and administrators--Secondary Target.

Guidelines for Preparing and Evaluating Occupational Materials

The following material was taken from the NVGA publication (1969), "Current Career Information":

Basic Concepts

1. A basic standard for any occupational publication should be the inclusion of a clear statement as to its purpose and the group to whom it is directed. For example, a publication designed to inform the counselor or teacher is unlikely to meet the needs of a junior high school student, Similarly, an occupational pamphlet intended to recruit for a particular profession will be an acceptable aid in guidance only if it takes into account the needs of youth.
2. Occupational information should be related to developmental levels which will vary with age, educational attainment, social and economic backgrounds.

For example, elementary school children need information that will expand their knowledge of the world of work, of the contributions and inter-relationships of many kinds of workers, of the varieties of settings in which skills may be used, and of the satisfactions to be found through work. Junior high school students need more information about the relationship of abilities and interests to educational choices and occupational requirements. At the senior high school level more comprehensive information is needed by both the job-bound and the college-bound student.

Materials should be slanted to give youth help in planning next steps or in recognizing occupational implications of current studies or activities. They need to be related to the present or immediate future particularly for younger groups to whom five or ten years is meaningless. These generalizations are intended merely to suggest how important it is that occupational materials be based on an adequate understanding of the needs of the intended audience.

3. Consideration should be given to the implications of the material for all groups in our society.

   For example, no statements about the advantages of a particular occupation should be made which involve or imply unfavorable comparisons with other occupations. When photographs are used, they ought to be as nearly as possible representative of all groups and areas in our society. To be truly representative, photographs should be identified as to locality and show ethnic groups proportionate to the local population.

   Occupational information, particularly when prepared for youth, ought to be useful in stimulating aspiration and in encouraging individuals of all backgrounds to develop to their greatest potential. However, care should be taken to avoid the false stimulation which may result from too great a stress on material values, status symbols, and the like.

4. The description of an occupation should be an accurate and balanced appraisal of opportunities and working conditions which should not be influenced by recruiting, advertising, or other special interests.

5. Occupational information should include the nature of personal satisfactions provided, the kinds of demands made and the possible effects on an individual's way of life.

Guidelines for Content

The quality and specificity of detail in occupational materials will vary with the intended use of the publication. For example, a publication intended for adults considering retraining or additional training should include more specific information about earnings and fringe benefits than one designed to help students explore the job world. The following is intended not as a schedule for analyzing occupations but as a checklist to insure that a particular publication contains the necessary information.

Definition of the occupation as given in the Dictionary of Occupational Titles or as determined by the U.S. Employment Service. (The D.O.T. title should be included if definitions are provided by state employment services, professional and trade associations, unions, licensing bodies, or job analysis).

History and development of the occupation including its social and economic relationships

Nature of the work such as duties performed, tools or equipment used, relationships to other occupations, possible work settings and fields of specialization.

Requirements such as education and training, aptitudes, temperaments, interests, physical capacities, and working conditions

Special requirements such as licensure or certification imposed by law or official organizations.

Methods of entering the occupation such as direct application, personal reference, examination, apprenticeship. (Explanation should be made of the assistance which may be offered by unions, employers, professional and other organizations, public or private employment agencies, school and college placement offices.)

Opportunities for experience and exploration through summer and part-time employment, work study programs, programs of the armed forces, or voluntary agencies such as the Peace Corps, youth organizations, and community services.

Description of usual lines for advancement or of possibilities for transfer to related occupations either through seniority, experience, on-the-job or in-service training, additional education, and examinations

Employment outlook as suggested by trends likely to affect employment the next five, ten, or twenty years. (Factors affecting particular groups such as geographic area, age, sex, race, physical disabilities, and the like should be considered, as well as factors affecting outlook such as supply and demand, retraining programs, replacement needs, automation, and other technological developments.)

Earnings, both beginning and average wage or salary according to setting, locality, and other significant factors as well as supplementary income and fringe benefits such as commissions, tips, overtime, bonuses, meals, housing, hospitalization, vacations, insurance and retirement plans. (Related to earnings are costs or deductions for tools, equipment, uniforms, supplies, and the like.)

Conditions of work and their implications for the individual's way of life, including where significant daily and weekly time schedules, overtime, seasonality, physical conditions such as travel required, setting--indoor or outdoor, noise, confusion, temperature, health hazards and strength demands.

Social and psychological factors such as work satisfactions, patterns of relationships with supervisors and other workers and with unions, associations, or other organizations in which membership may be required or desirable.

Sources of additional information such as books, pamphlets, trade and professional journals, motion pictures, slides and other visual aids, pertinent literature provided by government agencies, unions, associations, industry, schools, colleges, and universities.

Criteria for Style and Format

The intended use of the occupational material will be a critical factor in the consideration of style and format.

Style should be clear, concise, interesting, and adapted to the readers for whom the material is intended.

Publishers are encouraged to be creative and imaginative in presenting factual information in a stimulating fashion. The typography should be inviting, the total format pleasing, and the illustrations should be of a quality to enhance the effectiveness of the material and to make it appropriate for the age level for which it is planned.

Charts, graphs, or statistical tables should be properly titled and interpreted. Sources and dates of basic data should be given.

The occupational book or pamphlet should state specifically the publisher, date of publication, the sponsoring organization, group or individual and the author. Information about the author's training and experience should be provided. Pages should be numbered in sequence and the price, when applicable, should be included.

In view of the changing nature of occupations, it is important that information be kept up to date. Provision should be made for review and revision when the original publication is issued and new editions should state whether or not contents have been revised. Dates of original publications and of the data used should be given on both first and revised editions. When information about wages or other data subject to relatively rapid change is used, date and source should be indicated.

Suggested Materials:

1. Listings of community resource people.
2. Listings of local business and industries.
3. Possible on-the-job demonstration sites.
4. Exploration kits.
5. Audio-visual materials and equipment.
6. "Dictionary of Occupational Titles."
7. "Occupational Outlook Handbook."
8. "Encyclopedia of Careers."
9. Materials on post-high school vocational training institutions.
10. Periodicals.
11. Research documents.
12. Monographs.
13. Career briefs.
14. Attractive pamphlets.
15. Books (paperbacks and hardbacks).
16. Vocational biographies.
17. Bibliographies.
18. Simulation games.

Physical Requirements

1. The CRIB should be located in a central portion of the building that is easily accessible to all students and staff. Should be designed to accommodate drop-in usage.
2. Should provide ample space to house all materials and equipment.
3. In addition to providing adequate space for materials and equipment, there should be ample space and equipment for individual and small groups to study and use materials.
4. Room should be adequately lighted, heated, and ventilated.
5. Decor should be attractive and pleasing to the majority of its patrons.
6. Materials should be displayed and filed in a manner that will require little effort to locate and identify.
7. If possible, an adult should be in charge and present at all times. This person will provide for proper supervision and guidance in use and location of materials.
8. If possible, students and teachers should be allowed check-out privileges for a majority of the materials.

CAREER RESOURCE INFORMATION BANK MATERIALS

POCATELLO SCHOOL DISTRICT NUMBER 25

DEPARTMENT OF CAREER/VOCATIONAL EDUCATION

CAREER RESOURCE INFORMATION BANK MATERIALS

IRVING JUNIOR HIGH SCHOOL

CAREER RESOURCE INFORMATION BANK MATERIALS
Irving Junior High

Self Awareness

Sound Filmstrips

The Choice is Yours	Guidance Associates
Choosing Your Career	Guidance Associates
Developing Your Study Skills	Guidance Associates
Dropping Out; The Road to Nowhere	Guidance Associates
High School Course Selection and Your Career	Guidance Associates
I Never Looked at it That Way Before	Guidance Associates
If You're Not Going to College	Guidance Associates
Job Attitudes: A Job That Goes Someplace	Guidance Associates
Jobs and Genders	Guidance Associates
An Overview of Technical Education	Guidance Associates
What You Should Know Before You Go To Work	Guidance Associates
Your First Year in High School	Guidance Associates

Books	Author	Publisher
Ways to Improve Your Personality	Virginia Bailard	McGraw
Young Teens Talk it Over	Mary Beery	McGraw
Questions Teen-Agers Ask	Sheila John Daly	Dodd
Girl Grows Up	Ruth Fedder	McGraw
You, The Person You Want to Be	Ruth Fedder	Dodd
Letters to a Teen-Age Son	Henry Gregor Felsen	Dodd
The Teenager and the Interview	John Keefe	Richards Rosen
A Girl's Guide to Dating & Going Steady	Dr. Tom McGinnis	Doubleday & Co.
How to Improve Your Personality	Roy Newton	Gregg
It's Your Life	James J. Pancrazio	Benefic
Clear Thinking	Hy Ruchlis	Harper and Row
How to be an Adolescent--And Survive	John L. Schimel	Richards Rosen
In My Opinion	Seventeen	Macmillan
The Seventeen Guide to Your Widening World	Seventeen	Macmillan
The Successful Teen-Age Girl	Gladys Denny Shultz	Lippincott
Nobody Said It's Easy	Sally Liberman Smith	Macmillan
Your Personality and You	Sarah Splaver	Messner

Kits

The Coping With (22 paperbacks with manual) American Guidance Service

Career Exploration

Sound Filmstrips

Admission to Your Service Academies	U.S. Service Academies
Careers in the Food Industry--product development; nutrition, dietetics, and consumer affairs; commercial food service; getting from here to there	Butterick
Careers in Health--diagnosis and treatment; recovery and rehabilitation; prevention and education; getting from here to there	Butterick
Career Decisions--getting you and the job together; hung up or happy? how come?; who's you?	Education and Consumer Relations Department of J.C. Penney
Fascinating World of Law Enforcement	National Career Consultants
The Fascinating World of Machinists	National Career Consultants
The Fascinating World of Writing	National Career Consultants
Getting and Keeping Your First Job	Guidance Associates
Job Attitudes; Liking Your Job and Your Life--the construction worker, factory worker, community worker, and tv repairman	Guidance Associates
Job Attitudes: Trouble at Work--absenteeism, lack of ambition, failure to communicate, and hazing	Guidance Associates
Job Hunting; Where to Begin--locating job opportunities, making choices	Guidance Associates
Jobs for You: It's Happening in Home Economics	Guidance Associates
Keys: Career Education--outdoor interest, mechanical interest, artistic and musical interest literary interest, clerical interest, computational interest, scientific interest, persuasive interest, and social service interest.	SRA
The Paycheck Puzzles	Guidance Associates
Preparing for Jobs of the 70's	Guidance Associates
Preparing for the World of Work	Guidance Associates
Your Job Interview	Guidance Associates
You're Hired; Your Employment Preparation Guide	Classroom World

Books

Your Career in Oceanology	Waldo T. Boyd	Julian Messner
Opportunities in Pharmacy Careers	Fred B. Gable	Vocational Guidance Careers
Your Future in Beauty Culture	Lawrence W. Geib	Richards Rosen
Opportunities in Osteopathic Medicine Today	Leonard E. Heffel	Vocational Guidance Manuals
Securities	Faye Henle	Crowell-Collier
Opportunity in Optometry	Frank M. Kitchell	Vocational Guidance Manuals
Opportunities in Physical Therapy	Bernice Krumhansl	Vocational Guidance Manuals
Money, Jobs and Futures; A Guide for Young People on the Move	Roberta Roesch	Macrae Smith
Opportunities in Life Insurance Sales	Lee Rosler	Vocational Guidance Manuals
Opportunities in Carpentry Careers	Roger Sheldon	Vocational Guidance Manuals
Opportunities in Electrical Trades	Robert Wook	Vocational Guidance Manuals

Kits

Desk-Top Career Kit	Careers, Inc.
Occupational Exploration Kit	SRA

Posters

Careers in Art	J. Weston Walch

Reference Books

United States Department of Labor

Occupational Outlook Handbook (1972-73)	United States Department of Labor
Occupational Outlook Handbook (1974-75)	United States Department of Labor

Magazines

Manpower	United States Department of Labor
Career World	Curriculum Innovation
Career Education Digest	

Equipment

Three Bell & Howell Cassette Players
Kodak Carousel Projector

CAREER RESOURCE INFORMATION BANK MATERIALS

ALAMEDA JUNIOR HIGH SCHOOL

CAREER RESOURCE INFORMATION BANK MATERIALS
ALAMEDA JUNIOR HIGH

Self-Awareness

Filmstrips

How to Take a Test	SVE
Preparing to Study	SVE
What to Ask, How and Where To	SVE
What's Going On	VEC
Why Study?	SVE
Dating Daze	Jam Handy Organization
Looking Ahead to High School	Jam Handy Organization
Your Family and You	Jam Handy Organization
You and Your Growth	Jam Handy Organization
Making Friends	Jam Handy Organization
Using Your Time and Abilities	Jam Handy Organization
Your Feelings	Jam Handy Organization
What Do You Like To Do?	SVE
What Are Job Families?	SVE
What Is a Job?	SVE
What Good is School?	SVE
Who Are You?	SVE
An Age of Chance	McGraw-Hill
Preparing For Daily Work	McGraw-Hill
Starting Junior High	McGraw-Hill
Preparing for Tests	McGraw-Hill

Sound Filmstrips

Admission to Your Service Academies	Guidance Associates
Developing Your Study Skills	Guidance Associates
Dropping Out: Road to Nowhere	Guidance Associates
Failure: A Step Towards Growth	Guidance Associates
Getting Along on the Job	AVID
High School Course Selection and Your Career	Guidance Associates
How to Succeed in High School--By Trying	Guidance Associates
Hung Up On Homework?	Guidance Associates
I Never Looked At It That Way Before	Guidance Associates
If You're Not Going To College	Guidance Associates
Job Attitudes: Liking Your Job and Your Life	Guidance Associates
Job Attitudes: A Job That Goes Someplace	Guidance Associates
Jobs For High School Students	Guidance Associates
Living Right at our Work	The Highsmith Company
An Overview of Technical Education	Guidance Associates
Personal Commitment: Where do you Stand?	Guidance Associates
Popularity Problems of Young Teens	SVE
Somebody's Cheating	Guidance Associates
Testing, Testing, Testing	Guidance Associates
Think of Others First	Guidance Associates
Understanding Your Parents	Guidance Associates

Values for Teenagers: The Choice Is Yours	Guidance Associates
What You Should Know Before You Go To Work	Guidance Associates
Your Personality: The You Others Know	Guidance Associates
The Generation Under 25	New York Times
You and the Law	Guidance Associates

Tapes

Listening and Reading Skills	Society for Visual Ed., Inc.
Career Education: A Man's Work Group 6/Adventures in Success	International Teaching Tapes

Records

Notebook, Manual, and Record for:

Treasury of Great Thoughts	Family Achievement Institute
The Time of Your Life	Family Achievement Institute
How to Bend a Twig	Family Achievement Institute
Adventures in Family Living	Family Achievement Institute
The Art of Homemaking	Family Achievement Institute

Books

	Author	Publisher
The New SEVENTEEN Book of Etiquette & Young Living	Enid A. Haupt	McKay
American Youth In a Changing Culture	Grant S. McClellan	H. W. Wilson
How to Deal With Parents	Ernest Osborn	Grosset
Young People and Parents	Arthur H. Cain	John Day
Young Teens' Money	Mary Beery	McGraw-Hill
Collective Bargaining for Public Employees	Herbert L. Marx	H. W. Wilson
Between Parent & Teenager	Haim G. Ginott	
Women & Society	Diana Reische	H. W. Wilson
Guide to Knowing Yourself	Daniel A. Sugarman	
Girls are Equal Too	Dale Carlson	Atheneum
The Coping With--Books		American Guidance Service

Career Exploration

Sound Filmstrips

Preparing for the Jobs of the '70's	Guidance Associates
Preparing for the World of Work	Guidance Associates
Your Job Interview	Guidance Associates
Wonderful world of Work--Vocational Opportunities, includes receptionist, automobile mechanic, TV and radio repair, tool and die maker, electrician, printer, sheet metal worker, automotive sales representative, cook, data processing clerk, medical assistant, real estate sales.	Eye Gate House, Inc.

Job Opportunities Now in restaurant hospital, department store, supermaker	SVE
The Newspaper in America	SVE
Exploring Careers as a telephone installer, broadcast technician newspaper reporter, automotive mechanic, airline cabin attendant, long haul truck driver	SVE
Keys--Career Exploration for outdoor, mechanical computational, scientific, persuasive, artistic, musical, literary, social, literary, social service, clerical interests.	SRA
Career Decisions--finding, getting and keeping a job	Ed. and Consumer Relations Dept. of J.C. Penneys
Career Awareness Programs include clerk typist, policeman, bank officer, new accounts clerk, bank teller, keypunch operator, cosmetologist, mail carrier, data processing programmer, interior designer.	Occupational Learning Syste
Discovery a Career Education includes fish hatchery worker, assistant buyer, dental hygienist, teacher, air traffic controller, electronic technician, police officers, surveyor, newspaper reporter, letter carrier, office manager, marine biologist, forester aircraft mechanic, social worker, day care worker, nursery worker, vending machine worker, construction careers, construction site worker, junior librarian, auto mechanic worker, air conditioning installer, business and office careers, keypunch operator, receptionist, agricultural careers, dairy farmer, meat cutter, manufacturing careers, furniture plant occupations, sheet metal worker, service technician, transportation careers, airline hostess and host, moving van driver, public service, hospitality and recreation careers, hotel occupations, recreational director, community recreation leader, communication careers, printing press operator, television audio engineer, telephone craft technicians, marine science careers, boat mechanic, fine arts careers, leather artisan, health careers, cook, cosmetologist, marketing and distributed careers, bank teller, assistant manager of a supermarket, salesperson.	Scholastic Books
Careers in social Work	Pathescope Educational Films
Jobs For You: It's Happening in Home Ec.	Guidance Associates
Careers in Community Service	Pathescope Educational Films
Careers in the Fashion Industry	Butterick Fashion Marketing
Artists at Work	Jim Handy
American Folk Art	McGraw-Hill
Just a Secretary	Educational Activities Inc.

Tapes

What You Should Know about a Career As:

Physician's Assistant	Career Education Associates
Filmmaker	Career Education Associates
Machinist	Career Education Associates
Office Worker	Career Education Associates
Advertising	Career Education Associates
Optician	Career Education Associates
Draftsman	Career Education Associates
Broadcasting, TV	Career Education Associates
Broadcasting, Radio	Career Education Associates

Career Education: A Man's Work--office and International Teaching Tapes
sales adjuster, calimsman, airline ticket agent, car salesman, collection man, data processor, gas station salesman, grocery checker, industrial mailroom clerk, insurance salesman, newswear salesman, messenger, retail clerk, room clerk, routeman, shipping and receiving clerk, stock manager, clerk, supply clerk, counterman, technical illustrator, trade salesman, traffic agent.

Career Education: A Man's Work--consumer International Teaching Tapes
baker, barber, bartender, bridge and tunnel officer, butcher, meat cutter, cook, fireman gardener, hairdresser, stylist, mail carrier, mortician, embalmer, parking attendant, police officer, presser, security guard, shoemaker, sign painter, TV repairman, waiter, window washer

Career Education: A Man's Work--production, International Teaching Tapes
auto body worker, painter, business machine technician, candymaker, electronics technician, engine specialist, exhaust and cooling system specialist, final assembler, food processor, foundry worker, garment cutter, glassblower, locksmith, machinist, patternmaker, photo lab technician, plastics worker, stillman, tire recapper, tool and die maker, watchmaker.

Career Education: A Man's Work--structural International Teaching Tapes
brickmason, stonemason, carpenter, yardman, commercial and residential painter, demolitian man, derrick operator, draftsman, electrician, floor covering mechanic, gas lineman, glazier, heavy machinery operator, heating, ventilating, air conditioning man, iron worker, cement mason, saminate man, laminate man, millwright, plumber, roofer, sheet metal worker, steamfitter, welder.

Career Education. A Man's Work--miscellaneous, International Teaching Tapes
aircraft fueler, ambulance driver, audio engineer, bindery worker, commercial fisherman, commercial musician, dairyman, animal control officer, disc jockey, drayman, furniture finisher, linotype operator, long haul truck driver, metal reader, negative assembler, plate maker, railroad engineer, trainman, tailor, taxi driver, telephone repairman, television floorman.

Slides

What It's Like to be a Reporter	J. Weston Walch
Producing the Newspaper	J. Weston Walch

Posters

Newspaper Careers	J. Weston Walch

Games

Career Games Laboratory	Educational Progress Corp.

Books

Your Future as a Home Economist	Jeanne Paris	Richards Rosen
Your Future as a Dietitian	Members of American Dietetic Assn.	Richards Rosen
Your Future in the Bakery Industry	Desmond H. O'Connell	Richards Rosen
Your Future in the High Fidelity Industry	Bernard Newman	Richards Rosen
Your Future as a Secretary	Neal Braly Noyes	Richards Rosen
Your Future in the Beauty Business	Members of Fashion Group, Inc.	Richards Rosen
Your Future in Fashion Design	Members of Fashion Group, Inc.	Richards Rosen
Your Future in Accounting	Edmond Locklear, Jr.	Richards Rosen
Your Future in NASA	Sol Levine	Richards Rosen
Your Future in Hospital Work	Weir Richard Kirk	Richards Rosen
Your Future in Automotive Service	Dawson Taylor & James Bradley	Richards Rosen
Your Future in Hotel Management	Roger P. Sonnabend	Richards Rosen
Your Future in Insurance	Armand Sommer & Daniel P. Kedzie	Richards Rosen
Your Future in Elementary School Teaching	Robert J. Shockley	Richards Rosen
Your Future as a Pilot	Captain Kimball J. Scribner	Richards Rosen
Your Future in Medical Technology	Grace Paul	Richards Rosen
Your Future in Nuclear Energy Fields	William E. Thompson	Richards Rosen
Your Future in Optometry	James R. Gregg, OD	Richards Rosen
Your Future in Law Enforcement	Allen Z. Gammage	Richards Rosen
Your Future in Dental Assisting	Jane C. Frost	Richards Rosen
Your Future in Air Conditioning & Refrigeration	Donald F. Daly	Richards Rosen

Your Future in Computer Programming	Sidney Davis	Richards Rosen
Your Future in Real Estate	Seymour B. Durst & Walter Stern	Richards Rosen
Your Future in Medical Assisting	Norma L. Chernok	Richards Rosen
Your Future in Electronic Computer Field	Duase L. Bibby	Richards Rosen
Your Future in Welding	L.D. Thompson Berg	Richards Rosen
Your Future as a Physician	S. William Kalb	Richards Rosen
Your Future in Pharmacy	James E. Kraemer	Richards Rosen
Your Future in Forestry	David H. Hanaburgh	Richards Rosen
Your Future in Interior Design	Michael Greer	Richards Rosen
Your Future in Photography	Victor Keppler	Richards Rosen
Your Future in Oceanography	Norman H. Gaber	Richards Rosen
Your Future in the Federal Government	Stephen Gould	Richards Rosen
Your Future in Beauty Culture	Lawrence M. Gelb	Richards Rosen
Your Future in Jobs Abroad	Elmer L. Winter	Richards Rosen
Your Future in Restaurants & Food Service	James H. Westbrook	Richards Rosen
Your Future in Your Own Business	Elmer L. Winter	Richards Rosen
Your Future in Dentistry	Allen Vershel	Richards Rosen
Your Future as a Model	Gillis MacGil	Richards Rosen
Your Future in Veterinary Medicine	Wayne H. Roser	Richards Rosen
Zoo Man	Herb Clement	Macmillan
SPY--The Story of Modern Espionage	Clifford Irving & Herbert Burkholz	Macmillan
That Others May Live	L.B. Taylor, Jr.	Dutton New York
Looking Forward to a Career In:		
Agriculture	Harold Swanson	Dillon Press
Home Economics	Jo Nelson	Dillon Press
Computers	Peter Treuenfels	Dillon Press
Advertising	Bob Larranaga	Dillon Press
Building Trades	Galen McKibben	Dillon Press
Art	Margaret Fracza	Dillon Press
Theater	Douglas Campbell &	Dillon Press
	Diana Devlin	Dillon Press
Writing	Ethel Erkkila Tigue	Dillon Press
Radio & Television	Billi Haeberle	Dillon Press
Fashion	Margot Siegel	Dillon Press
Dentistry	Betty Kane	Dillon Press
Government	Arvonne Fraser	Dillon Press
Man in Flight: How the Airlines Operate	Creighton Peet	Macrae Smith Co.
Serving in the Peace Corps	Carli Laklan	Doubleday
Paraprofessions	Sarah Splaver	Messner
Reclaiming the Earth	Adrian A. Paradis	McKay
Saturday's Child	Suzanne Seed	J.Philip O'Hara, Inc.
Aim for a Job In:		
Building Trades	Donald F. Daly	Richard Rosen
Appliance Service	John Keefe	Richard Rosen
Restaurants and Food Service	James H. Westbrook	Richard Rosen

Career Opportunities:		
Engineering Technicians	Walter J. Brooking	Ferguson
Health Technicians	Robert E. Kinsinger	Ferguson
Marketing, Business, & Office Specialists	Garland D. Wiggs	Ferguson
Agricultural, Forestry, & Oceanographic Technicians	Howard Sidney	Ferguson
Community Service & Related Specialists	Walter M. Arnold	Ferguson
Building Trades	Galen McKibben	Dillon Press
The Making of an Aircraft Mechanic	Dick O'Kane	Westminster
Your Career in Physician Therapy	Patricia Darby	Messner
Non-Traditional Careers for Women	Sarah Splaver	Messner
Vocational Biographies, 7 vols.		Vocational Biographies
Vocational Education: Today and Tomorrow	Gerald G. Somers	Univ. of Wisconsin
101 Summer Jobs	Roberta Ashley	Grosset Dunlap

Kits

Desk-Top Career Kit	Careers, Inc.
Occupational Exploration Kit, 1974	SRA
Careers for Women	SRA
Careers for High School Graduates	SRA

Reference Books

Occupational Outlook Handbook, 1970-71	U.S. Department of Labor	U.S. Department of Labor
Occupational Outlook Handbook, 1972-73	U.S. Department of Labor	U.S. Department of Labor
Occupational Outlook Handbook, 1974-75	U.S. Department of Labor	U.S. Department of Labor
Dictionary of Occupational Titles	U.S. Department of Labor	U.S. Department of Labor
Field Trip and Guest Speaker Resource Book		

Career Educationa Magazines

Manpower	U.S. Department of Labor
Occupational Outlook Quarterly	U.S. Department of Labor
Career World from February, 1974	

Audio Visual Equipment

Du-Kane Individual Sound Filmstrip Pre-viewer for records & filmstrips
Du-Kane Individual Sound Filmstrip Pre-viewer for cassettes
Viewlex Sound Filmstrip Pre-viewer for cassettes
Kodak Carousel slide projector and audio mate (cassette) for programming

VERTICAL FILE:

In the Vertical File are pamphlets, leaflets, and so forth obtained by the Career Education Project from the following organizations free of charge. These are all items dealing with different careers:

ACCOUNTING:

Accounting Careers Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, NY 10019

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, NY 10019

ACTUARY:

Secretary, Casualty Actuarial Society
200 East 42nd Street
New York, NY 10017

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

ADVERTISING:

Public Affairs
American Association of Advertising Agencies Inc.
200 Park Avenue
New York, NY 10017

AEROSPACE ENGINEER:

Public Affairs Office
American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, NY 10019

AGRICULTURAL AID:

Office of Personnel
U.S. Department of Agriculture
Washington, D.C. 20250

AGRONOMY:

The American Society of Agronomy
677 South Segoe Road
Madison, WI 53711

AIR TRANSPORTATION:

Air Transport Association of America
1000 Connecticut Avenue NW
Washington, D.C. 20036

ANTHROPOLOGY:

The American Anthropological Association
1703 New Hampshire Avenue N.W.
Washington, D.C. 20009

ARCHAEOLOGY:

Archaeological Institute of America
260 West Broadway
New York, NY 10013

ARCHITECTS:

The American Institute of Architects
1785 Massachusetts Avenue
Washington, D.C. 20036

ART:

Department of Public Information
Philadelphia College of Art
Broad and Pine Streets
Philadelphia, PA 19102

ASBESTOS AND INSULATING WORKERS:

International Association of Heat & Frost
Insulators and Asbestos Workers
1300 Connecticut Avenue N.W.
Washington, D.C. 20036

ASTRONOMY:

American Astronomical Society
211 FitzRandolph Road
Princeton, NJ 08540

Interagency Board of U.S. Civil Service
Examiners for Washington, D.C.
1900 E Street NW
Washington, D.C. 20415

AUTOMOBILE SERVICE AND SALESMEN:

Automotive Service Industry Association
230 North Michigan Avenue
Chicago, IL 60601

Automotive Service Industry Association
168 North Michigan Avenue
Chicago, IL 60601

National Automobile Dealers Association
2000 K Street N.W.
Washington, D.C. 20006

AVIATION:

Department of Transportation
Federal Aviation Administration
Washington, D.C. 20590

BAKING INDUSTRY:

American Bakers Association
1700 Pennsylvania Avenue N.W.
Washington, D.C. 20006

BARBERING:

Associated Master Barbers and Beauticians of America
219 Greenwish Road, P.O. Box 17782
Charlotte, NC 28211

BEAUTY CULTURE:

National Beauty Career Center
3839 White Plains Road
Bronx, NY 10467

BELLMAN:

American Hotel and Motel Assn.
221 West 57th Street
New York, NY 10019

BIOCHEMISTRY:

American Society of Biological Chemists
6950 Wisconsin Avenue N.W.
Washington, D.C. 20014

BIOLOGIST:

American Institute of Biological Sciences
3900 Wisconsin Avenue N.W.
Washington, D.C. 20016

BLACKSMITH & BOILER MAKER:

International Brotherhood of Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers and Helpers
Eighth at State Avenue
Kansas City, Kansas 66101

BOOKKEEPING CLERK:

Bureau of Educational Assistance Programs
Division of Vocational and Technical Education
U.S. Office of Education
Washington, D.C. 20202

BOTANY:

Office of the Secretary
Botanical Society of America
Department of Botany
Indiana University
Bloomington, IN 47401

BUILDING TRADES

Associated General Contractors of America, Inc.
1957 E. Street, N.W.
Washington, D.C. 20006

American Federation of Labor and Congress of Industrial Organizations
Building and Construction Trades Department
815 16th Street N.W.
Washington, D.C. 20006

BUSINESS:

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, NY 14614

CARPENTER:

Associated General Contractors of America, Inc.
1957 E. Street N.W.
Washington, D.C. 20006

CARTOONING:

Newspaper Commics Council
260 Madison Avenue
New York, NY 10016

CERAMICS:

Business Manager
The American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

CHEMICAL ENGINEERS:

American Institute of Chemical Engineers
345 East 47th Street
New York, NY 10017

CHEMISTRY:

Manufacturing Chemists Association
1825 Connecticut Avenue N.W.
Washington, D.C. 20009

American Chemical Society
1155 16th Street N.W.
Washington, D.C. 20036

CHIROPRACTORS:

American Chiropractic Association
American Building
2200 Grand Avenue
P.O. Box 1535
Des Moines, Iowa 52805

CITY AND REGIONAL PLANNER:

American Institute of Planners
917 Fifteenth Street, N.W.
Washington, D.C. 20005

CIVIL ENGINEERS:

American Society of Civil Engineers
345 East 47th Street
New York, NY 10017

CLERICAL AND RELATED OCCUPATIONS:

Division of Vocational and Technical Education
Bureau of Adult Vocational and Library Programs
U.S. Office of Education
Washington, D.C. 20202

CONSERVATION:

Soil Conservation Service
U.S. Department of Agriculture
Washington, D.C. 20250

CONSERVATION:

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, Colorado 80225

CONSTRUCTION:

Assistant Director of Education
General Building Contractors
Association Inc.
Suite 1212 #2 Penn Center Plaza
Philadelphia, PA 19102

International Hod Carriers'
Building and Common
Laborers' Union of America
905 16th Avenue
Washington, D.C. 20006

CONSUMER FINANCE:

Educational Services Division
National Consumer Finance Association
1000 16th Street N.W.
Washington, D.C. 20036

COOKS AND CHEFS:

Educational Director, National
Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

DATA PROCESSING:

Data Processing Management
Association
505 Busse Highway
Park Ridge, IL 60068

DENTAL ASSISTANT:

Division of Dental Health
8120 Woodmont Avenue
Bethesda, MD 20014

DENTAL HYGIENISTS:

American Dental Higienists
Association
211 East Chicago Avenue
Chicago, IL 60611

DENTAL LABORATORY TECHNICIAN:

National Association of Certified Dental Laboratories, Inc.
3801 Mt. Vernon Avenue
Alexandria, VA 22305

DENTISTRY:

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

DIETITIANS:

The American Dietetic Association
620 North Michigan Avenue
Chicago, IL 60611

DRAFTSMEN:

American Federation of Technical Engineers
1126 16th Street N.W.
Washington, D.C. 20036

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Michigan 48202

DRIVING OCCUPATIONS:

American Trucking Association
1616 P Street N.W.
Washington, D.C. 20036

DRY CLEANER:

The National Institute of
Dry Cleaning
909 Burlington Avenue
Silver Spring, MD 20910

ELECTRICIAN - ELECTRONICS:

Electronic Industries Association
2001 Eye Street N.W.
Washington, D.C. 20006

ENGINEERS - ENGINEERING:

Engineers Council for Professional Development
345 East 47th Street
New York, NY 10017

ENTOMOLOGY:

Entomological Society of America
4603 Calvert Road
College Park MD 20740

FBI SPECIAL AGENTS:

The Federal Bureau of Investigation
U.S. Department of Justice
Washington, D.C. 20535

FIRE FIGHTER - FIRE PROTECTION ENGINEERING:

International Association of Fire Fighters
905 16th Street N.W.
Washington, D.C. 20006

Society of Fire Protection Eng.
60 Batternmarch Street
Boston, Mass. 02110

FOOD PROCESSING - FOOD RETAILING:

Institute of Food Technologists
Suite 2120, 221 North LaSalle Street
Chicago, IL 60611

National Association of Food Chains
1725 Eye Street N.W.
Washington, D.C. 20006

FORESTRY - FORESTRY AID:

U.S. Department of Agriculture, Forest Service
Washington, D.C. 20250

American Forestry Association
919 17th Street
Washington, D.C. 20006

FOUNDRYMAN:

Foundry Educational Foundation
1138 Terminal Tower
Cleveland, OH 44113

FURNITURE UPHOLSTERERS:

Upholsterers International Union of North America
1500 North Broad Street
Philadelphia, PA 19121

GAS-APPLIANCE SERVICEMEN:

Public Relations Department
Gas Appliance Manufacturers Association
1901 North Fort Myer Drive
Arlington, VA 22209

GEOLOGISTS:

American Geological Institute
2201 N Street N.W.
Washington, D.C. 20036

GRAPHICS:

Educational Council of the Graphic Art Industry, Inc.
2615 Forbes Avenue
Pittsburgh, PA 15213

GUIDANCE AND COUNSELING:

American School Counselor Association
1607 New Hampshire Avenue
Washington, D.C. 20009

HOME ECONOMIST:

American Home Economics Assn.
1600 Twentieth Street N.W.
Washington, D.C. 20009

HORTICULTURE:

American Society for Horticulture Science
P.O. Box 109
St. Joseph, Mich. 49085

HOSPITAL FIELDS:

Pfizer Laboratories
Public Relations Department
235 East 42nd Street
New York, NY 10017

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, IL 60611

HOTEL OCCUPATIONS:

American Hotel and Motel Association
888 Seventh Street
New York, NY 10019

HOUSEHOLD WORKERS:

National Committee on Household Employment
1346 Connecticut Avenue N.W.
Washington, D.C. 20036

INDUSTRIAL DESIGNERS:

Industrial Designers Society of America
60 West 55th Street
New York, NY 10019

INSTRUMENT REPAIRMAN:

Instrument Society of America
530 William Penn Place
Pittsburgh, PA 15200

INSURANCE:

Insurance Information Institute
110 William Street
New York, NY 10038

JEWELER:

Director of Affiliate Services
Retail Jewelers of America Inc.
1025 Vermont Avenue N.W.
Washington, D.C. 20005

JOURNALISM:

Sigma Delta Chi
Professional Journalistic Society
35 East Waker Drive
Chicago, IL 60601

LANDSCAPING:

American Association of Nurseryment, Inc.
835 Southern Building
Washington, D.C. 20005

LAWYERS:

The American Bar Association
1155 East 60th Street
Chicago, IL 60603

LIBRARY ASSISTANT:

American Library Association
50 East Huron Street
Chicago, IL 60603

MACHINIST OCCUPATIONS:

The National Machine Tool Builders Association
2139 Wisconsin Avenue N.W.
Washington, D.C. 20007

MANAGEMENT:

American Management Assn.
The American Management
Association Building
135 West 50th Street
New York, NY 10020

MANUFACTURING ENGINEER:

American Society of Tool
and Manufacturing Engineers
20501 Ford Road
Dearborn, Mich. 48128

MARKET RESEARCH WORKER:

American Marketing Association
240 North Michigan Avenue
Chicago, IL 60601

MATHEMATICIAN:

American Mathematical Society
Post Office Box 6248
Providence, RI 02904

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48202

MECHANICS:

International Union, United
Automobile Aerospace and
Agricultural Implement Workers
of America
8000 East Jefferson Avenue N.W.
Washington, D.C. 20036

National Automobile Dealers Assn.
2000 K Street N.W.
Washington, D.C. 20006

International Association of
Machinists and Aerospace
Workers
1300 Connecticut Avenue N.W.
Washington, D.C. 20036

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48202

MEDICAL ASSISTANT:

American Medical Association
525 North Dearborn Street
Chicago, IL 60610

MEDICAL LABORATORY:

American Society of Clinical
Pathologists
Registry of Medical Technologist
P.O. Box 4872
Chicago, IL 60680

MEDICAL RECORD LIBRARIANS:

The American Association of
Medical Record Librarians
875 N. Avenue
Suite 1850
Chicago, IL 60611

MEDICAL TECHNOLOGISTS:

American Society of Medical
Technologists
Suite 1600, Hermann Professional Building
Huston, TX 77025

MEDICINE:

Council on Medical Education
American Medical Association
535 North Dearborn Street
Chicago, IL 60610

MEMORIAL SERVICE:

National Funeral Directors
Association
135 West Wells Street
Milwaukid, Wis. 53203

METALLURGY:

The Metallurgical Society of
AIME
345 East 47th Street
New York, NY 10017

METEORELOGISTS:

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

MICROBIOLOGY:

The American Society for
Microbiology
1913 Eye Street N.W.
Washington, D.C. 20006

MINERAL INDUSTRY:

American Institute of Mining,
Metallurgical and Petroleum
Engineers
345 East 47th Street
New York, NY 10019

NEWSPAPER REPORTING AND PUBLISHING:

Theta Sigma Phi
106 Lantern Lane
Austin, TX 78731

NUCLEAR SCIENTIST:

Division of Public Information
Atomic Energy Commission
Washington, D.C. 20545

NURSING: PRACTICAL, AID AND ORDERLY:

National League for Nursing
10 Columbus Circle
New York, NY 10019

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 61611

OCEANOGRAPHERS:

The International Oceanographic Foundations
10 Rickenbacker Causeway
Virginia Key
Miami, FL 33149

American Society for Oceansgraphers
A Department of the Marine
Technology Society
1730 N Street N.W. Suite 412
Washington, D.C. 20036

OFFICE-MACHINE SERVICEMAN:

Business Machine and Office
Appliance Mechanics (I.U.E.)
International Headquarters
160 Fifth Avenue, Room 912
New York, NY 10010

OFFICE WORKER:

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48020

OFFSET PRESSMAN

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, PA 15213

OPTICIANS:

American Optical Company
Box 1
Southbridge, Mass. 01551

OPTOMETRY:

American Optometric Association
7000 Chipewa Street
St. Lewis, MO 63119

OPERATING ENGINEERS:

International Union of
Operating Engineers
1125 17th Street N.W.
Washington, D.C. 20036

OSTEOPATHIC PHYSICIANS:

American Osteopathic Association
212 East Ohio Street
Chicago, IL 60611

PAINTER:

Painting and Decorating
Contractors Association
of America
2625 West Peterson Avenue
Chicago, IL 60605

PAPER INDUSTRY:

American Paper Institute
260 Madison Avenue
New York, NY 10016

PATHOLOGIST-SPEECH AND AUDIOLOGISTS:

American Speech and Hearing
Association
9030 Old Georgetown Road
Washington, D.C. 20014

PERSONNEL WORK:

American Management Assn.
135 West 50th Street
New York, NY 10020

PHARMACISTS:

American Pharmaceutical Assn.
2215 Constitution Avenue N.W.
Washington, D.C. 20006

PHOTOENGRAVERS-PHOTOGRAPHERS:

American Photoengravers Assn.
166 West Van Buren Street
Chicago, IL 60604

Professional Photographers of
America, Inc.
1090 Executive Way Oak Leaf
Commons
Des Plaines, IL 60018

PHYSICISTS:

American Institute of Physics
335 East 45th Street
New York, NY 10017

Interagency Board of U.S. Civil
Service
Examiners for Washington, D.C.
1900 E Street N.W.
Washington, D.C. 20415

PHYSIOLOGY:

American Physiological Society
9650 Rockville Pike
Bethesda, MD 20014

PLANNING:

American Institute of Planners
917 Fifteenth Street N.W.
Washington, D.C. 20005

PLASTERER:

Bricklayers, Masons and
Plasterer's International
Union of America
815 15th Street N.W.
Washington, D.C. 20005

PLUMBER OR PIPE FITTER:

United Association of Journeymen and Apprentices of the
Plumbing and Pipe Fitting
Industry of the United States
and Canada
901 Massachusetts Avenue N.W.
Washington, D.C. 20010

PODIATRISTS:

American Podiatry Association
3301 16th Street N.W.
Washington, D.C. 20010

POLICEMAN:

International Association
of Chiefs of Police
1319 18th Street N.W.
Washington, D.C. 20036

PRINTING OCCUPATIONS:

Printing Industries of America,
Inc.
5223 River Road
Washington, D.C. 20016

International Typographical
Union
P.O. Box 157
Colorado Springs, Col. 80901

Education Council of the Graphic
Arts Industry Inc.
4615 Forbes Avenue
Pittsburgh, PA 15213

International Printing Pressmen and Assistant's Union
of North America
1730 Rhode Island Avenue
Washington, D.C. 20036

PROGRAMMERS:

Data Processing Management
Association
524 Busse Highway
Park Ridge, IL 60068

PSYCHIATRY:

Roche Laboratories
Division of Hoffman-LaRoche,
Inc.
Nutley, NJ 07110

PSYCHOLOGISTS:

American Psychological
Association
1200 17th Street N.W.
Washington, D.C. 20036

PUBLIC RELATIONS:

Career Guidance
Public Relations Society of
America
845 Third Avenue
New York, NY 10022

PUBLIC SERVANT:

U.S. Civil Service Commission
8th and F Streets N.W.
Washington, D.C. 20415

PURCHASING AGENT:

National Association of
Purchasing Management
11 Park Place
New York, NY 10007

RADIO:

National Association of
Broadcasters
1771 N Street N.W.
Washington, D.C. 20036

RADIOLOGISTS:

The American Society of
Radiologic Technology
645 N Michigan Avenue, Room 620
Chicago, IL 60611

The American Registry of
Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

RAILROAD OCCUPATIONS:

Association of American
Railroads
Transportation Building
Washington, D.C. 20006

REAL ESTATE BROKERS, SALESMEN

National Association of Real
Estate Boards
Department of Education
155 East Superior Street
Chicago, IL 60611

RECREATION:

National Recreation and
Park Association
Professional Development
Service
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

REHABILITATION SERVICES:

American Speech and Hearing
Association
1001 Connecticut Avenue N.W.
Washington, D.C. 20006

RETAILING:

U.S. Department of Commerce
Washington, D.C. 20230

Public Relations Department
Rochester Institute of
Technology
Box 3404
Rochester, NY 14714

ROOFERS:

United Slate, Tile and
Composition Roofers, Damp
and Waterproof Workers
Association
1125 7th Street N.W.
Washington, D.C. 20036

SALESMEN:

Sales and Marketing Executives
International
630 Third Avenue
New York, NY 10017

SANITARIANS:

National Environmental Assn.
1600 Pennsylvania
Denver, Colorado 80203

SCIENTIST:

National Science Teachers
Association
1201 Sixteenth Street N.W.
Washington, D.C. 20006

SECRETARY:

United Business Schools
Association
1730 M Street N.W.
Washington, D.C. 20036

SHEET METAL WORKER:

Sheet Metal Workers' International Association
1000 Connecticut Avenue N.W.
Washington, D.C. 20036

SHOE REPAIRMEN:

Shoe Service Institute of
America
222 West Adams Street
Chicago, IL 60606

SOCIAL WORKER:

National Commission for Social
Work
Careers of the National Assn.
of the Social Workers, Inc.
2 Park Avenue
New York, NY 10016

SOCIOLOGY:

The American Sociological
Association
1001 Connecticut Avenue N.W.
Washington, D.C. 20036

SPACE SCIENTIST:

Office of Educational
Programs and Services
National Aeronautics and
Space Administration
400 Maryland Avenue
Washington, D.C. 20025

SPEECH AND HEARING THERAPIST:

American Speech and Hearing
Association
9030 Old Georgetown Road
Washington, D.C. 20014

STEWARDESS-AIRPLACE:

Air Transport Association of
America
1000 Connecticut Avenue N.W.
Washington, D.C. 20036

SURVEYORS:

American Congress on Surveying
and Mapping
Woodward Building
Washington, D.C. 20005

TEACHING:

National Center for Information
on Careers in Education
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

Association for Childhood
Education International
3615 Wisconsin Avenue N.W.
Washington, D.C. 20016

U.S. Department of Health,
Education and Welfare
Office of Education
Washington, D.C. 20202

TECHNICIANS - TELEVISION AND
RADIO:

National Alliance of Television Association
5908 South Troy Street
Chicago, IL 60629

TECHNICIAN - X-Ray:

The American Registry of
Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minn. 55405

TELEPHONE INDUSTRY:

Communications Workers of
America
1808 Adams Mill Road, N.W.
Washington, D.C. 20009

Communications Workers of
America
1925 K Street N.W.
Washington, D.C. 20006

TELEVISION:

National Association of
Broadcasters
1771 N Street N.W.
Washington, D.C. 20036

THERAPISTS - OCCUPATIONAL -
PHYSICAL:

American Occupational Therapy
Association
251 Park Avenue South
New York, NY 10010

American Physical Therapy
Association
1156 15th Street N.W.
Washington, D.C. 20005

TRUCKING:

American Trucking Association
1616 P Street N.W.
Washington, D.C. 20036

TYPOGRAPHY:

International Typographic
Composition Association Inc.
2233 Wisconsin Avenue N.W.
Washington, D.C. 20007

VENDING MACHINE MECHANICS:

National Automatic Merchandising
Association
7 South Dearborn Street
Chicago, IL 60603

VETERINARIANS:

American Veterinary Medical
Association
600 South Michigan Avenue
Chicago, IL 60605

WAITERS AND WAITRESSES

Educational Director, National
Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60611

WATCH REPAIR:

American Watchmakers Institute
P.O. Box 1101
Cincinnati, OH 45211

WHOLESALING:

National Association of Wholesalers
1725 K Street N.W.
Washington, D.C. 20006

YOUTH SERVICES:

Personnel and Training Division
Boy Scouts of America
New Brunswick, NJ 08903

Director of Field Operations
B'nai B'rith Youth Organization
Washington, D.C. 20036

SCHOOL DISTRICT NO. 25
Bannock County
Pocatello, Idaho

PARENTS' APPROVAL FOR FIELD TRIPS

I give my permission for ______________________________ to take a field trip to ____.

I further agree to assume the responsibility of seeing that my child follows the directions and instructions of the school official in charge. Careful planning has gone into the field trip and reasonable safety precautions have been taken.

____
Signature of Parent Or Guardian

____
Address

____
Telephone

Date of Trip ______________________________ Departure Time __________
Return Time __________

Transportation by:

Walking __________
School Bus __________
Automobile __________
Other __________
____

____
Supervisor in Charge

FORM #1

REQUEST FOR FIELD TRIP

Teacher Making Request______________________________ Date_______________

Title of Class_______________________ Date of Field Trip_________________

Destination____

____

Mode of Transportation____

(Bus*, Private Auto**, Walking. List the number of vehicles needed.)

List the names of all supervisors who will be assisting:

____

____

____

* If buses are being requested, attach a district bus requisition form.

** If private cars are being requested, attach a copy of Form #2 for each car used.

____________________	____________________	____________
(Approved or Disapproved)	Director's Signature	Date

FORM #2

RESPONSIBILITY AGREEMENT

For Using Private Autos On Authorized Field Trips

I ________________________________, will agree to drive my personal auto for the purpose of transporting students on an authorized field trip, dated ____________________. I further agree to provide adequate liability (property and bodily) and medical insurance coverage while transporting said students. In addition, I agree to drive my automobile in a safe and prudent manner while transporting students to and from destinations.

Name of Owner's Insurance Company ____________________________________

Amount of Liability

Property $__________

Bodily $__________

Amount of Medical Insurance per Rider $__________

________________________________ ________________________

Signature of Owner Date

BUSINESS OR INDUSTRIAL OBSERVATION
EMPLOYEE INTERVIEW

DATE ______________________________

TEACHER ___________________________

FIRM VISITED ______________________

Choose a specific occupation and conduct a job task analysis by interviewing one particular employee. Use the following guide for your interview:

1. Occupation Title.

2. Education and training requirements.

3. Public school courses beneficial to the job.

4. Personal qualifications for this job. (Dress, verbal abilities, physical requirements, etc.)

5. Worker duties and tasks.

6. Tools and equipment used to carry out occupational tasks.

7. Working conditions.

8. Salary range and fringe benefits.

9. What are the opportunities for advancement?

10. Employment outlook for next 5-10 years.

11. Would this occupation be best classed as a data, people, or thing job?

12. List the advantages and disadvantages of the job.

13. In your opinion, how would you assess your public school education in terms of preparing you for the world of work?

outstanding ________ average ________ poor ___________
above average ______ below average _________

PRE AND POST TEST

Date______________ Grade_____ Class________________ Name__________________

Directions:

Please rate yourself on the following characteristics. Circle the number which most closely tells your feelings on each item.

5 means you strongly think it's true
4 means you agree--but not strongly
3 means you mildly agree with the statement
2 means you disagree
1 means you disagree with the statement strongly

1. Most grownups I know really like the kind of work they do. 5 4 3 2 1
2. I believe that getting along with others is a very important personal characteristic. 5 4 3 2 1
3. I know a lot about what it takes to get and keep a good job 5 4 3 2 1
4. Being responsible is a very important personal characteristic. 5 4 3 2 1
5. A person's value system affects career choices. 5 4 3 2 1
6. Getting a high salary (money) is the most important part of having a job. 5 4 3 2 1
7. Most of the course work I'm taking now is going to help me get a job some day. 5 4 3 2 1
8. I think the teachers in junior high school are really helpful to me. 5 4 3 2 1
9. Jobs where you don't get dirty or sweaty are the best ones to have 5 4 3 2 1
10. I enjoy learning about different kinds of careers (or jobs). 5 4 3 2 1
11. There are lots of different kinds of work I can do that will make me happy. 5 4 3 2 1
12. I believe that working hard is a very important personal characteristic. 5 4 3 2 1
13. I can easily see the connection between what I am learning in school and the kind of work I will be doing after graduation. 5 4 3 2 1
14. It is important for everyone to go to college in order to get a good job. 5 4 3 2 1

15. I feel comfortable talking with the counselor(s). 5 4 3 2 1

16. Your choice of job will affect a lot of people besides you. 5 4 3 2 1

17. I think that in deciding upon a career, a person should identify as many different options as possible. 5 4 3 2 1

18. Education is important if I am to get the kind of job that will make me happy. 5 4 3 2 1

19. Enjoying what you are doing on a job is the most important thing. 5 4 3 2 1

20. I believe that being on time is a very important personal characteristic. 5 4 3 2 1

21. There are more jobs to choose from than ever before in American history. 5 4 3 2 1

22. Jobs that require a lot of education are the best kind. 5 4 3 2 1

23. I believe that in order to make a decision concerning a career choice, a person should explore all of the problem areas beforehand. 5 4 3 2 1

24. Having a sense of responsibility is very important to being a good worker. 5 4 3 2 1

25. I think the counselors have been a lot of help to me in planning for my future career (job). 5 4 3 2 1

26. I believe I really understand why I say and do the things I say and do. 5 4 3 2 1

27. There are several different kinds of work I will be able to do some day. 5 4 3 2 1

28. I think going to junior high is really neat. 5 4 3 2 1

29. All jobs have an important function in today's society. 5 4 3 2 1

30. I basically like me as a person the way I am now. 5 4 3 2 1

31. The counselors seem to be genuinely interested in me as a person. 5 4 3 2 1

32. The more important your job is, the better you have to dress. 5 4 3 2 1

33. I believe I have what it takes to be a good worker at some kind of career (job) someday. 5 4 3 2 1

34. A person can be proud of any kind of work they have regardless of how important it is to other people. 5 4 3 2 1

35. List as many occupations (jobs) as you can emphasizing things involvement. (For example, machines or tools, and so forth.) 5 4 3 2 1

36. List as many occupations (jobs) as you can emphasizing people involvement.

37. List as many occupations (jobs) as you can emphasizing data (such as ideas, symbols, numbers, or facts) involvement.

38. List by name as many jobs as you can that you have explored or studied.

EVALUATION AND PLANNING FORM FOR SURVEYING TEACHER ATTITUDES

Teacher's Name ______________________ Subject Area ______________________

Date ______________________________ Semester (1st or 2nd) ______________

Rank each statement according to how strongly you agree or disagree. Write in +3, +2, +1, or -1, -2, -3, to represent the following:

+3 Strongly agree
+2 I agree
+1 I slightly agree

-1 I slightly disagree
-2 I disagree
-3 I strongly disagree

____ 1. I have a positive attitude concerning career education.

____ 2. Career education is a worthy mission for our educational institutions.

____ 3. Career education should be integrated in all levels of education in the Pocatello school system (elementary, junior high, and senior high.)

____ 4. I was very satisfied with the results of my career education unit.

____ 5. My students felt career education contributed to making the subject much more relevant to them.

____ 6. Career education is a good vehicle for transporting my subject to each student.

____ 7. I wish to continue career education in my subject area after this year.

____ 8. I feel all teachers in Alameda Junior High need to become involved in teaching career education in their subject area.

____ 9. After federal funding is exhausted, I believe the School District should assume the responsibility of providing funds for future programming.

____10. Career education must continue to grow and expand at Alameda Junior High.

EVALUATION AND PLANNING FORM FOR MANAGEMENT

Teacher's Name________________________ Subject Matter Area____________________

Date__________________________________ Semester (1st or 2nd) ________________

1. How would you rate your budget allowance?

   More than adequate _____ Fairly adequate_____
   Adequate _____ Inadequate _____

2. In your opinion, rate the project director's service to you and your unit.

   Outstanding______ Fair______
   Good ______ Poor______

3. List any areas of service you feel the project director might improve upon.

4. What have you found to be the greatest hindrance to the success of the project?

5. How do you rate the building administrative staff's support to the project?

   Outstanding______ Fair______
   Good ______ Poor______

6. List any areas of service you feel the building administration might improve upon (relate only to project).

7. Other comments:

EVALUATION AND PLANNING FORM FOR CAREER EDUCATION

Curriculum Development and Student Exposure

Teacher's Name____________________ Subject Matter Area________________

Grade Level______________ Date______________ Semester (1st or 2nd)_____

1. In how many sections (periods) did you present your career unit?__________

2. How many students did you reach? 7th grade______ 8th grade______ 9th grade_________

3. Approximate the total exposure to career education per student.

HOURS (Include stuch things as field trips, classroom activities, CRIB Research, homework assignments, etc.)

1-5 ______
6-10 ______
11-15 ______
16-20 ______
21-25 ______
Other ______

CLASS PERIODS

5 or less______
6 ______
7 ______
8 ______
9 ______
10 ______
11 ______
12 ______
13 ______
14 ______
15 ______
Other ______

4. Total time spent on career education unit

was adequate ______ needed more time ______ needed less time_____

5. How many different careers did each student have the opportunity to explore?
________________________.

6. Did students explore at least one occupation based upon their personal talents and interests? Yes_______ No_______

7. How many on-site exploration activities to local business and industry did you provide for each student? ____________

8. List the names of each business or industry visited.

9

9. How many times did you invite community employers or employees into classroom activities? ____________

10. How many times were your students required to use CRIB? ____________________

11. Approximate the number of hours spent in CRIB per student ___________________

12. How often did you avail yourself of guidance and counseling services?

Daily ______ 2-3 times a month ______ Never ______
2-3 times a week ______ Seldom ______

13. How often did you use counselors as resource people?

Curriculum Development:	In-class discussion or projects:	Field trips:
none ______	none ______	none ______
some ______	some ______	some ______
often ______	often ______	often ______

14. How often were students exposed to the concepts relating to the "Changing Role of the Woman in the World of Work?"

none ______ some ______ often ______

15. How often did you expose students to the philosophy that all work demands respect and dignity?

none ______ some ______ often ______

16. In your opinion, how would you rate the student binder, "Career Exploration Package?"

outstanding ______ good ________ fair ______ poor ______

17. How would you rate the materials and equipment in the CRIB?

outstanding ______ good ________ fair _______ poor _____

18. How would you rate personnel services in the CRIB?

outstanding ______ good ________ fair _______ poor ______

19. What additional materials or equipment in the CRIB would be helpful to you?

20. In your opinion, how would you evaluate students' reactions to the hands-on projects?

Most positive ______ Somewhat positive ______ No opinion ______
Positive ______ Negative ______

21. In your opinion, how would you evaluate student's reaction to your total career education unit?

Most positive ______ Somewhat positive ______ No opinion ______
Positive ______ Negative ______

STUDENT EVALUATION FORM FOR CAREER EDUCATION UNIT

Grade____________________ Semester_________________ Date_________________

Subject Matter Area____________________ Name______________________________
(optional)

Please answer each question by being as honest as you possibly can. The questionnaire will be used to help evaluate the career education project as to how successful it has been and how valuable it was to you as a student.

1. How many careers have you learned about in this particular class?

   None 1 2 3 4 5 6 More

2. How many field trips have you been on in this class to learn about careers?

   None 1 2 3 4 5 6 More

3. How many people from business or industry have come to your class?

   None 1 2 3 4 5 6 More

4. How many times were you able to use the CRIB (Career Resource Information Bank) located in the library?

   None 1 2 3 4 5 6 More

5. Was the CRIB interesting and valuable to your career exploration activities?

   Not at all _____ Some _____ A lot _____

6. How many times have you discussed careers with one or both of your parents since starting career education?

   Not at all _____ Some _____ A lot _____

7. How do your parents feel about you having the opportunity to study careers in school?

   No expressed feelings at all _____ Good _____ Very good _____

8. How much have you learned about yourself in relation to choosing various careers?

   Nothing ______ Some ______ A lot ______

9. How much have you learned about decision making in relation to choosing careers?

   Nothing ______ Some ______ A lot ______

10. How would you evaluate your field trip experiences in this class?

No opinion ______ Fair ______ Excellent ______
Poor ______ Good ______

11. How would you evaluate the speakers who visited your class?

No opinion ______ Fair ______ Excellent ______
Poor ______ Good ______

12. How would you evaluate your hands-on project in this class?

No opinion ______ Fair ______ Excellent ______
Poor ______ Good ______

13. How many times have you talked with your counselor about careers since starting this class unit?

None 1 2 3 4 5 6 More

14. How do you personally feel about having the qpportunity to study careers?

No opinion _________ Good ______
Not very good ______ Very good ______

15. Has studying careers in this particular class made your subject (math, English, science, etc.) more interesting and important to you?

No opinion ______ Yes ______ No ______

16. Would you like to have the opportunity to continue your studies of career opportunities beyond this year?

Yes ______ No ______

17. How many times have you completed this same questionnaire? Please include this one in your total count.

1 2 3 4 5 6

PREFACE

The career exploration units in this book were developed through a "Part C" grant from the United States Office of Education from June 1, 1973 to November 24, 1974, and administered by the Idaho State Department of Vocational Education. The units were developed and written by teachers and counselors in Alameda Junior High, Pocatello School District Number 25. There are seventeen different career exploration units in this book which cut across eleven major disciplines. It is the major purpose of this program to provide career exploration activities that could be integrated into most subject areas.

ACKNOWLEDGMENTS

For the outstanding commitment to conceptual learning, planning, designing, redesigning, implementing, and evaluating:

Arts and Crafts	Shirley Ryan
Drafting	Michael Thompson
Earth Science	Edward Ashcraft
English	Ann Adams Eleanor Lombardi
Health and Life Science	John Fox
Home Economics	Katherine DeKay
Industrial Arts	Steven Poppleton
Applied Mathematics	Michael Thompson
Mathematics	Sally Jones
Music, Band	Vernon Buffaloe
Physical Education	Richard Mariotto
Social Studies	Morna J. McKissick
Speech	Lillian Blamires
Typing	Stephen Reeve

LEARNERS OBJECTIVES

A. Identify his personal strengths, weaknesses, talents, and interests to a career selection.

B. To evaluate one's self-perception of abilities and interests against actual career requirements.

C. Apply decision-making skills to career exploration activities.

D. Participate in at least one meaningful hands on project.

E. Observe at least one occupation functioning in a local business or industry.

F. Perform at least one exploratory activity in career resource information bank.

G. Investigate a minimum of three career opportunities.

H. To identify the changing role of women in the world of work.

I. Appreciation of the philosophy that all work demands respect and dignity.

PROCESS OBJECTIVES FOR CLASSROOM UNIT

A. Integrated into subject area.

B. Minimum of five periods in length (each semester).

C. Exploration activities designed around subject area cluster.

D. Each student given an opportunity to explore at least three occupations within subject area cluster.

E. Each student given an opportunity to explore at least one occupation related to his own interests, aptitudes, and abilities. Selection should come from subject area cluster.

F. Provide meaningful career exploratory experiences for students with emphasis placed upon hands on type projects. As much as possible, community employers and employees invited as resource people for classroom instructions.

G. Students exposed to at least one meaningful field trip to a local business or industry.

H. Expose each student to at least one experience in Career Resource Information Bank. CRIB.

I. Continually expose students to the philosophy that all work demands respect and dignity.

J. Explore the changing role of women as related to the world of work.

A CAREER IN ART?

The world is forever in need of inventive, creative, and imaginative people. It is in the interest of young persons to become aware of and to explore into the many facets of an art career.

As a consequence of this study, it is hoped that students will gain some knowledge of and have some hands on experience in some of the arts.

It is good to begin with simple open-ended discussions in order to draw from the student's previous knowledge. Frequently, there are parents and/or other relatives who are involved in some kind of art. These persons will become our first line of awareness into the community.

The field trip will be a double experience. Armed with a camera we will record a pictorial account in the form of slides. The students will reconstruct the narrative account from these to share the experience with other members of the class. (Ascertain special talents and if any--special training.)

The classroom is for the hands on experiences and we will conduct as many of these as time and material will allow. One such hands on project will be described in this paper.

Behavioral Objectives

Each student will explore at least five careers relating to the art cluster by using the CRIB and classroom discussion.

Each student will explore in depth one occupation relating to art.

Each student will complete a list of at least 15 objects illustrating art forms and designs.

Each student will complete an outdoor poster panel.

Each student will participate in recording six field trips on film and on tape for presentation.

Each student will construct the alphabet using block letters.

Learning Activities

The human being by nature is creative.

Growing up is discovering. Some students have discovered that they like to draw and make things. Out of this interest and its activities comes the greatest discovery of all. Wouldn't it be great to be able to spend the rest of your life drawing and making things and getting paid for it? That is called making a career of art and there are many opportunities for people who learn to do well in drawing and in making.

Take a large piece of paper and mount it to a bulletin board. Put a line down the center. Put Draws on one side and Makes Things on the other. How many kinds of careers do you already know about that depend on one's ability to do those things well?

Draws	Makes Things
Artist or painter	Carpenter
Illustrator	Toy Maker
Designer	Architect

(The list will be added to throughout the entire unit.)

Pretty soon it will occur to you that the people in the second column have either learned how to draw or they are relying on the people in the first column to draw for them.

Look at it this way First the idea for a thing you would like to make is in your head You think about it and try to imagine what it would look like and what you need to put it together and maybe you could even make that thing look like the image you had in your head, and again you might keep changing your mind when you see that some things won't work one way so you have to try something else instead. You could spend a lot of time and possibly a lot of money before you succeeded. Your other plan of action would be to draw your idea first and then begin building your project from the drawing. All of the big things that people make like buildings and bridges and automobiles are put together as a drawing first; likewise all of the little things that have to be an exact size and an exact shape like auto parts begin as a drawing first because it is a lot cheaper that way. These kinds of drawings are called plans or designs. When the designs are drawn for use by an industry they are referred to as industrial design. If you can think of some industries, you can name off another list of designers

Make a list and have students bring in samples.
Field trip to an architect's office.
Field trip to Vo Tech Drafting Department.
Get acquainted with drafting equipment and how it is used to make a drawing.

A photographer is a kind of an artist, too. In what way?

With all of the good photographic equipment around, we don't need people to draw, do we? When is a drawing better than a photograph? What kinds of things cannot be photographed and therefore have to be drawn by someone? Why would someone desire a drawing or a painting instead of a photograph?

Talk about a picture and the ways to make a picture look like it is finished. (Oil, pastel, acrylic, ink, etc.)
Talk about a cartoon -- a story picture
Talk about a caricature, another kind of a cartoon
Show film-record "Famous Artists At Work" (a painter in oils, a painter in water color, a cartoonist and an artist in paper cutting.)
Choose one of the techniques shown on the film to further explore with a hands-on project.
Field trip to the home or studio of a local artist

Bring newspaper or a magazine to class.

Page through the magazine and the newspaper and call attention to the pictures. Some of the pictures are drawings, some of the pictures are photographs. Can you tell the difference? Can you tell when it is probably better to use a drawing and when it is probably better to use a photograph?

In the process of making each page ready for the printing press, someone has to decide which ad shall go where and how the entire page should look--without leaving any blank spaces. That job is called the "layout." Do you think the layout person has to be a kind of an artist?

Where else do you find ads like these? (tv, outdoor billboards.)

Field trip to Galaxy Outdoor Advertising
Hands-on project "Operation Safety."
Bring to class samples of lettering
Spend some time browsing through the Speedball Lettering Book
Draw an alphabet
Create some ads, specifically drawn to sell a product and include the lettering needed
Field trip to Vo Tech Graphics Department

There is another kind of a designer that is having a lot of fun. A design, besides being what we have already said it is, is also a decoration, an embellishment of something just to look at because it is pretty or eye catching or it may simply fill in where there might otherwise be a blank space. Some shapes are copies from nature, like flowers, leaves, fruit, etc.

Show film "Design in Nature."
Use some techniques for creating designs.
Make a list of designs wherever you see them (wallpaper, giftwrap, greeting cards, wall, floor, and ceiling tiles, rugs, textiles, metal grill work, wooden dowels or posts, etc.)
Wall decorations
Trademarks

Some other designs or shapes are called functional because they are deliberately planned to fill a need or a purpose. The chair you are sitting on is shaped for the part of you that is on it, your pencil is shaped to fit into the part of your hand that holds it, your bottle of shampoo is shaped to fit your hand when it will be wet and slippery, a vase is shaped to hold flowers with long stems or flowers with short stems, handles, fasteners, and how about the shapes that fly, the shapes that cut through the water, the shapes that can roll over the land? When you think about it, there is a lot going on in shaping everything we need to use in the process of living.

Make a list of shapes of things we wear.
Make a list of shapes for fun things.
Make a list of shapes for comfortable things.
Make a list of shapes for our safety.
Make a list of shapes that permit us to move faster.
Choose just one item from any of the above lists and suppose for a few minutes that you are a designer and you want to come up with a new shape for it. .what kinds of things would you have to consider before you decide on a new shape?
Fashion Design
Furniture Design
Automobile Design, etc.

Ready? A design is also a plan for many shapes that must come together for a total look like the pieces of furniture that go into making an attractive room or the pieces of clothing that go into making up an outfit?

Field trips to Chad's Home Furnishings, Penneys,
Film "Line and Design" could be of interest to some pupils. There is a lot to learn about line and design, draw an illustration of just one of the suggestions that seemed important to you, and tell why you chose that one.

Sometimes the shapes of things are determined by (1) the kind of material being shaped, (2) the hand that is doing the shaping, and (3) some preconceived idea. You can shape by modeling a mass of material such as wet clay, paper mache, wet plaster or cement, or any material that once shaped holds its shape. You could have a mold into which you pour a liquid material that will set so that when the mold is pulled away the material will retain the shape of the mold. Liquid clay, plaster, hot metal, hot glass are examples of materials that can go into a mold. Hot glass is also shaped by hand on a long tube through which the worker blows shaping little globules of molten glass into innumerable shapes for innumerable purposes.

Make a list of things that are: molded in glass, blown in glass, molded in metal, molded in plaster, in clay, in cement, in plastic.
What are some of the things that are modeled in clay, in plaster, in cement, in plastic, rubber, etc.
Model something in clay
Model something in paper mache
Field trip to ISU to film a sequence in clay modeling.

You can shape by carving into, chipping off, cutting away at a mass of material until it becomes the shape you want it to be. A sculptor carves into wood, stone, cement, plastics, etc.

Show film on sculpturing.
Make a scrapbook of photographs of sculpturing.
Pour plaster into a milk carton and when set unwrap and carve into the plaster.
Bring a hunk of sandstone to class to sculp.
Bring a block of wood into class to carve.
Several arts and crafts catalogs list carving stone that is considered exemplary for student work.
Modeling wax is both added onto and carved from to finish a design.
Field trip to Walker Monument Company

Test

1. How do you rate your interests and abilities in art?

2. How much do you know about all the careers that are related to art?

3. Do you need to graduate from high school, or attend a special school or be a college graduate in order to follow all of the careers in art? Make a list of the career in art that you could follow from high school, from an art school, and from college.

4. What are the requirements and how much ability do you need in order to follow a career of your choice?

5. In view of your interests and abilities, have you decided that there is an art career for you?

HANDS ON PROJECT

The Outdoor Ad or the Outdoor Bulletin or Outdoor Poster Panel

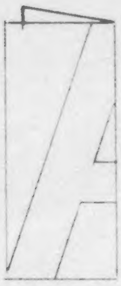
The OPP initiates an idea
    Promotes an idea
        The message is big and direct (easily read and understood)
        The message is eye catching
        The panel with its message is strategically placed so that the message is repeated and/or its idea is repeated

In order to create an OPP you have to know something about
1. Block lettering
2. Motif and/or composition

Block Lettering: The block letters should be half again as high as they are wide.

Cut a sheet of dark colored construction paper into 3" wide. Cut the strips crosswise 2" apart. Your letters will be 2" wide and 3" high. By following the guide below you can compose an alphabet of capital letters.

Fold, draw half the letter, and cut.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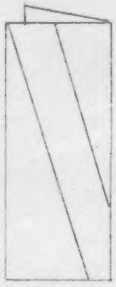
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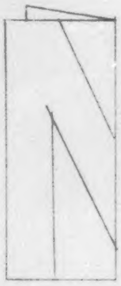
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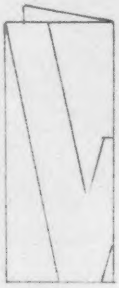
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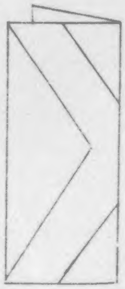
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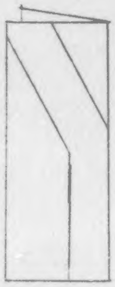
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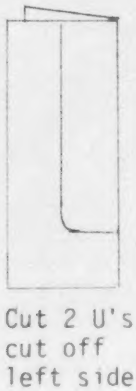
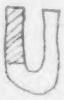
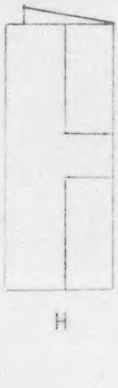

Cut 2 U's, cut off left side of one for J

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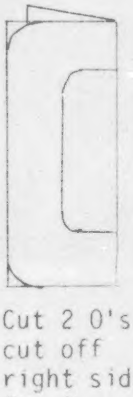
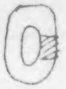
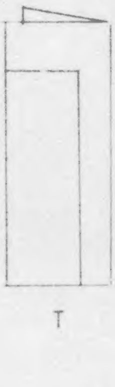

Cut 2 O's, cut off right side for C

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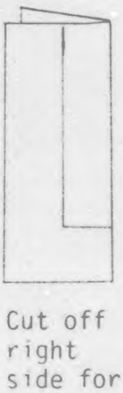
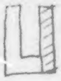
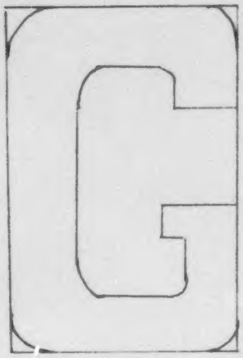

Cut off right side for L





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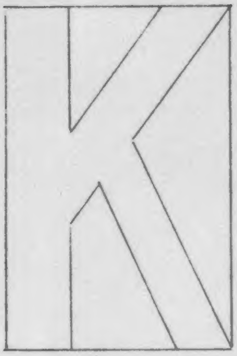

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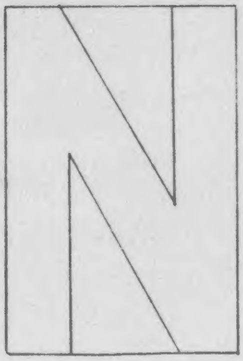

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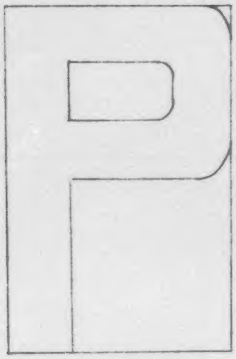

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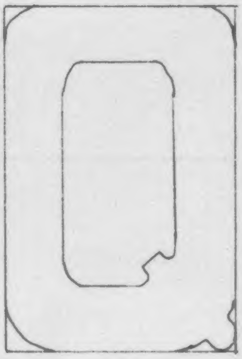

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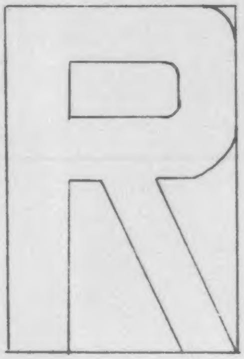

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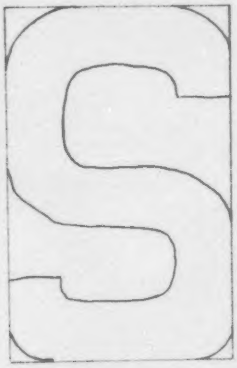

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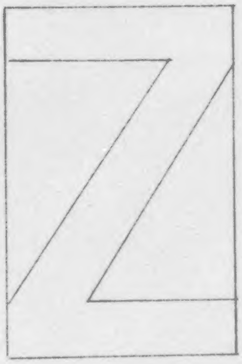

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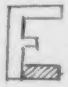
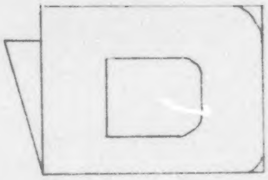


Make two E's,
Cut off bottom
horizontal for
F



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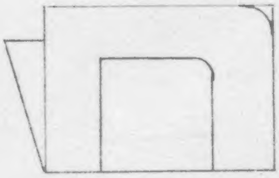

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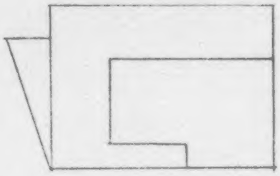


E

DRAFTING

I. Overall Objectives

To acquaint each student with the tasks associated with designing a home, sub-dividing a parcel of land, and framing a house.

II. Rationale

It is our assumption that very few ninth grade students know that most man-made objects originate on a draftsman's table; and furthermore, the same students are not the least bit knowledgeable about the draftsman's duties, training, skills, and job opportunities. Therefore, it should become a major task for schools offering a beginning drafting class to include in its curriculum plan the above mentioned information.

III. Specific Behavioral Objectives

A. Each student will:

1. Either design a home using the appropriate scale for their design, or, using the scale 1" = 50', develop a subdivision for a 900' by 1200' tract of land.
2. Using field trip information and/or CRIB information, write a report on a drafting occupation.
3. Participate in one field trip.
4. Using the scale 1" = 10'; two students will landscape a lot for the model home.
5. Using the models provided, the class will frame two houses.

IV. Learning Activities

A. A discussion will be conducted on the steps an architect would follow to complete the blueprints for a home or plat plan.

B. Visit the media center for information.

C. Field trip to observe draftsmen at work.

D. Completion of hands on project.

V. Plan

A. Schedule of events

1st Day: Explanation of project; explanation and use of media center
2nd Day: Schedule field trips

3rd Day: Schedule field trips
4-10 Day: Completion of drafting project
11th Day: Explanation of construction project
12-20 Day: Completion of construction project

B. Arrangement Considerations

1. Parent permission slips
2. Volunteers to provide cars--insurance forms.
3. Volunteers to cover classes

VI. Resource People

A. Draftsmen

B. Architects

C. Contractors

D. Carpenters

E. Parents

VII. Resource Materials

A. Looking Forward to a Career In: Building Trades; Galen McKibben; Dillon Press.

B. Occupational Outlook Handbook; U.S. Department of Labor.

C. Desk-Top Career Kit; Careers, Inc.

D. Vertical File

VIII. Budget Summary

A. Scribbner Set

B. Model Framing Kit

C. Material for second model

IX. Evaluation

A. Student Evaluation
Teacher correction of projects

B. Teacher Evaluation
Using questions 8, 9, 10, 12, 15, and 16 of the Student Evaluation Form, determine if the unit objectives have been obtained

X. Hands On Project

A. Landscape Architect

A client has asked you to subdivide a tract of land he owns. The plot of land is 900' by 1200' and currently there are no streets on the plot.

Using the scale 1" = 50', subdivide the land into separate lots including streets. Reminder: Each lot must have one side facing a street.

Your client desires the following size lots on the land:

50' x 100'
75' x 100'
100' x 100'
100' x 150'
150' x 150'
150' x 200'
200' x 200'

B. Architect:

Your firm has decided to build several homes for investment purposes. You are required to submit a house plan for consideration.

The design must include the front view and all floor plans on the home.

EARTH SCIENCE

Field trips to local mining areas and processing mills will acquaint students with careers relating to materials from the time they are discovered in the ground, through the mining process to the milling and on to the finished product.

Throughout the unit study, students will be encouraged to seek further information and possible working experience in fields that interest them. Students will construct a cluster using the initial one as a guide.

Specific Behavioral Objectives

1. The ninth grade earth science students--at the conclusion of at least eight class periods of instruction, a field trip to Simplot's plant and mine, and one hands on project--will be able to identify on a written exam a minimum of five of the ten most widely used minerals.

2. The ninth grade earth science students--at the conclusion of at least two periods of instruction, minimum of two hours research in CRIB, field trip to Simplot's plant and mine--will have completed at least one job analysis form relating to mineral occupations. These forms will be housed in the "exploration package."

3. Following the administration and analysis of the pre and post test on self-awareness and at least one hour of instruction by guidance counselor and researching in CRIB, each student will identify on paper his/her own talents and aptitudes related to one occupation in the mineral field.

4. Through the the processes of employer and employee interviews, classroom speakers, research in the CRIB, parental interviews, and teacher instruction, each student will have completed at least three job analysis forms on occupations within the earth science cluster, excluding the mineral grouping.

5. Each student in the ninth grade earth science class will have completed, by the end of the career education unit, one field and level chart relating to the earth science job cluster.

6. Each student in the ninth grade earth science class will have at least one opportunity to locate a mineral by using the geiger counter in a planned activity on the school yard.

When exploring career choices, they might choose from a list as follows:

1. Geologist
2. Mineralogist
3. Environmentalist
4. Meteorologist
5. Teacher
6. Gardener
7. Machine operator (scraper, bulldozer, truck driver, laborer)

8. Nurseryman
9. Powder man (dynamite-blasting)
10. Driller
11. Fish and wildlife
12. Soil analysis
13. Astronomy and related fields
14. Survey
15. Atomic energy

Unit Overview

Students will spend three to four weeks working with mineral samples in classroom learning to identify minerals, terminology, methods of testing, where and how we get these minerals, and what we use them for.

Each step of the way students will familiarize themselves with jobs or careers relating to that step.

A test area will be set up on the school grounds. In this area, radioactive minerals such as uranium, carnotite, and vanadium will be buried. Ore minerals such as hematite, galena, silver, etc., will be put in the ground also.

With geiger counters and metal detectors, students will have fun finding and identifying these minerals.

The last step of the program will be to take students to nearby mines and mills. The J.R. Simplot open pit mine and an abandoned copper mine near Black Rock could be used to show students what a mining area is really like.

Students will then tour the J.R. Simplot mills west of Pocatello.

Arrangement considerations:

1. Permission slips from parents will be required.
2. Parents with cars to go on field trips shouldn't be a problem.
3. Arrangements will be made with officials of the mines and mills and other places in the community to be investigated.

Learning Activities

1. Classroom work
2. Library work
3. Field trips
4. Employer visits to classrooms

Hands on demonstration project:

During first week, students will learn to use black light and geiger counters, scratch plates, and other methods for identifying minerals.

When we go into the field, they will take this equipment with them along with picks, goggles, boxes for samples, etc.

Sources of Information

1. Students
2. Teachers
3. Employers and employees
4. Administrators
5. Businesses and industries relating to chosen professions
6. Vo-Tech and ISU

Materials List

1. Minerals samples
2. Scratch plates
3. Geiger counter
4. Black light
5. Safety equipment
   a. Goggles
   b. Gloves
6. Hammers
7. Films

Budget

Fisher Scientific Co. Stansi Ed. Materials Division.
Catalog 72G.

1. Minerals for hardness test - 45014
2. Ra-Loc Model 1 Geiger Counter - 44125
3. Safety Goggles - 47612
4. Radioactive Mineral Collection - 45019
5. Phosphorescent Mineral Set - 45005

6. Black Light
7. Two Metal Detectors

The approximate budget cost for the earth science unit was $150.00.

ENGLISH

"Fun With Drama"

ENGLISH--DRAMA

I. Overall Objectives

In the junior high school, it is our responsibility to make the student aware of careers. Only through awareness of self and awareness of the world of work as a whole can a student be able to adequately make his career decision. This unit will use the English cluster as the source of career awareness. Extensive exploration will be made in four of the careers found in the cluster. The students will be able to apply the interests they have found they possess to at least one of these careers.

II. Rationale

Statistics show that only 15-17 percent of the high school graduates go on to finish college. Because of this, the great emphasis on college preparation in the public school curriculum should be altered to fulfill the needs of the majority of the students. Self-awareness, career awareness, career exploration, and decision making should therefore be implemented into the public school program.

III. Specific Performance Objectives

A. Career Awareness

1. Through class discussion caused by the bulletin board showing the many English-related careers and using the CRIB materials, the student will be able to name at least five careers found in that cluster.
2. The student will interview at least one person in a field of his choice in the cluster using the job questionnaire and come to some conclusion about the job in the final analysis.
3. The student will be able to list traits, educational levels, skills, duties, and other things pertaining to at least three careers within the English cluster.

B. Hands on demonstration--As a result of the hands on model used in editing wire copy for a one minute news show:

1. The student will be able to choose the most important news to be presented.
2. The student will have the ability to report the news quickly and accurately.
3. The student will be able to participate in a simulated experience and thus see what news casting and editing is all about.

As a result of the final hands on project, the actual producing and presenting of a radio show:

1. The student will be able to apply the information he has received in the unit in an actual situation.
2. The student can demonstrate the traits and qualities he feels he has that would be relevant to a career in broadcasting.
3. The student can practice the new techniques he has learned not only in class but from his experience in interviews and general observation of that particular career he has chosen to investigate.

IV. Unit Overview

A. Plan

This teaching unit is designed for an eighth grade mini-course entitled, "Fun With Drama." The approximate time for the unit is three weeks. The unit will reach over 75 percent of the eighth graders at Alameda Junior High School in Pocatello, Idaho.

B. Schedule of Events

Day 1, 2, 3 Career Awareness

A bulletin board will be used as the basis for discussion of careers in the English cluster. The students will then have an opportunity to explore the material from the cluster found in the CRIB. Next, in a quiz process, the students will then fill in a prepared chart related to levels of education needed for a sample number of occupations. When this is completed, discussion will follow. The students will then be assigned to explore on their own through an interview situation out of class, someone with an occupation they're interested in. The next day in small group discussions, the students will discuss what they found in their interviews. The cluster idea will be culminated in a large group discussion about jobs related to English. From this, a discussion of a specific career in radio will follow.

Day 4

General discussion of jobs found in the cluster which could be pinpointed to a radio career will follow. This will include specific broadcasting jobs such as salesman, radio announcer, engineers, and management personnel. Discussion will continue concerning the traits people involved in broadcasting need. Tapes will be presented to represent the types of speaking done by a radio announcer. Examples will include interviews, commercials, news reporting, sports, and weather. (These will be actual recordings obtained from the local radio stations.) Teletype copy will be introduced here and a newsman's job of editing will be investigated.

Day 5

Hands on project. Using actual teletype from the news wire, each student will present a one minute news program.

Day 6

This day will be spent in exploring other jobs found in the cluster that could deal with broadcasting. Salesmen, for example, are needed to keep the radio functioning. It should be stressed that often in small stations, one person may do all of the jobs mentioned in this unit. However, in a larger broadcasting station, you have a person for every job. Engineering, another career within the cluster, is an important part of a radio station. The engineer must be fully qualified with an FCC First Class Radiotelephone Operator's license. He serves often as a "troubleshooter" who handles the most difficult maintenance or repair jobs himself. Further discussion will follow concerning other duties, responsibilities, and requirements of a salesman and engineer. Some time will be spent in looking at the management careers offered by a broadcasting station.

Day 7

Today will be spent in exploring an old feature of the radio but one that seems to be slowly coming back into radio, the radio play. A tape of a radio play will be played and afterward the class will discuss the important aspects of a radio play. Careers such as actors and script writers will be covered here. The supplement will lead the discussion into important areas to be covered.

Day 8

The entire day will be spent getting ready for the field trip planned for the next day. Questions to ask, topics to discuss with the people found there, and things to look for will be the topic of discussion. The students should be ready to explore now on their own at a broadcasting station. They will be allowed to choose what area in broadcasting they want to investigate while at the station.

Day 9

Field trip conducted to a local radio station.

Day 10

Overview and summary of field trip. The students will present their findings to the rest of the class in the area they chose to investigate.

Day 11

Using the material gathered through the field trip and discussion groups, the students will now put together their own radio program.

The program requirements will be:

1. News package including a news, sports, and weather story.
2. Three commercials.
3. One radio play (5-10 minutes long).
4. One 2 minute interview.

The program cannot be any longer than 20-25 minutes. (Hopefully there will be enough jobs so that everyone is involved in the project.)

Days 12 and 13

These two days will be used to prepare for the final activity--a radio program.

Day 14

With the program rehearsed and set up, the students will record their program live.

Day 15

On this day, the recorded program will be presented over the intercom system at Alameda Junior High. The students will evaluate their work and listen for comments concerning the program from their peers. A short quiz will be given over what they have learned in this unit. An evaluation sheet will also be filled out by the student concerning his response to the unit as a whole.

C. Arrangement Considerations

1. Permission must be obtained from administration and parents for the field trip to the radio station. Buses must be ordered. All this should be done one week in advance.
2. The field trip should be scheduled with the radio station two weeks in advance.
3. Wire copy should be requested and picked up from each radio station and divided into packets for the two hands on projects. This can be done one or two days prior to the project to be sure that news is current.

V. Learning Activities

A. Use of Community Resources

1. One field trip to a radio station will be conducted. It is hoped that KWIK radio will be available because the students could walk to the station.
2. No visits to the classroom are scheduled as of yet.

B. Hands On Demonstration Project--two projects are planned for the unit (see schedule of events.)

VI. Sources of Information

Information will be obtained through student knowledge, other teachers, counselors, administrators, parents, and especially employers and employees in the career fields they are exploring. Most of this will be done in interviewing situation. The CRIB will also be used.

VII. Materials List

A. Equipment

1. Tape recorder
2. Intercom system
3. Bulletin board

B. Forms

1. Job interview questionnaire (see page 6)
2. Evaluation for unit (see page 7)

C. Miscellaneous items

1. Wire copy
2. Pamphlet "Careers in Radio" page 9 specifically

3. Tapes from radio station
4. Basic Speech Experiences, pp. 136-138
5. CRIB file of occupations in English cluster

VIII. Budget

This area is being left open for the time being. Because this unit will be presented four times during the school year, I anticipate changes and perhaps new ideas with new needs.

IX. Evaluation

An evaluation form will be made for the students to evaluate the effectiveness of the unit. See page 7.

Student____________________

Firm____________________

JOB QUESTIONNAIRE

1. Why are you working?____________________
   a. Do you enjoy your work?____________________
   b. Why did you choose this type of work?____________________
   c. Is this the type of work you plan to stay with in the future?__________

2. How hard do you work?____________________
   a. What are your hours?____________________
   b. What is the range of your salary?____________________
   c. Any fringe benefits?____________________

3. Are there pressures, strains, or anxieties in your work?__________

4. What are the most important personal characteristics for being successful in the job?____________________

5. What other requirements are necessary for the job?__________
   a. Education?____________________
   b. Special skills?____________________
   c. On-the-job training?____________________

6. In your opinion, what are the opportunities for advancement in your job?__________

7. Does your employer encourage you to get more training?__________
   a. Do you feel limited because of your level of training?__________
   b. Would you change your background of training if you could?__________
   c. Do you want to have your son or daughter follow in your footsteps?

FINAL ANALYSIS

Write a short summary of what information was given and what your impression of the interview was.

RADIO UNIT EVALUATION

Name_______________

1. Define communications. Give examples.

2. Name ten job possibilities in communications.

3. Name five job possibilities in radio.

4. Name five things a radio announcer needs to remember when "on the air."

5. What new things did you find out in the tour at KWIK?

6. If you had to pick a career in radio, what would you like to do most?

7. Give your impression of the activities we've done. Number them with the favorite being 1 and least favorite 6

_____ Newscast

_____ Field trip to KWIK

_____ Commercial

_____ Reading plays

_____ Participating in program

_____ Voice material about radio

THE SCHOOL NEWSPAPER

Plan 1

THE SCHOOL NEWSPAPER

I. Overall Objective

The eighth grade student of English is at a point in school where they wonder what purpose the study of English has in their life. It is hoped that this unit will stimulate the need for good grammar and spelling. A broad look at careers relating to English will be explored first, with special emphasis on why English is important. Second, a narrowing view of careers in the newspaper printing business will be surveyed with short writing activities. Third, the actual production of a newspaper for the studentbody will be instigated.

II. Rationale

The students of Alameda Junior High as a whole do not see the need to study English and spelling. Because of this, we as instructors must make English worthwhile and important to our students.

This unit has a two-fold purpose. First, producing a newspaper by writing and printing the actual paper that will be read by their peers provides an opportunity to see the value in English. Second, the study of newspaper careers as well as careers in English in general will help the student see the various fields where English is a major requirement.

III.. Specific Behavioral Objectives

A. After the initial discussion of English careers, the eighth grade English student will be able to list at least two ways English helps the employee in three occupations found in the English cluster.

B. Following the on-the-job field trip, the student will be able to identify general characteristics of the career they explored and will tell in a three minute summary what he found. This will be recorded on a cassette tape.

C. Having completed the CRIB exploration, the eighth grade English student will be able to explain the basic requirements necessary for a least two occupations in the English cluster and will be able to fill out the questionnaire completely and write a composition about the exploration.

D. After viewing the filmstrip on high school courses, the students will be able to list at least four classes he should take to accomplish his career goal.

E. When assigned, the students will be able to complete the worksheets on newspapers with at least 80 percent accuracy.

F. After watching the two filmstrips, "Reading Daily Newspapers" and "Writing Features Stories," the students will be able to explain the terms presented with 70 percent accuracy during class discussion.

G. Following the field trips, the students will be able to state at least three careers he observed and will interview one person at the business about his job and fill out an attached questionnaire.

H. After discussing aspects of a good news story and ads, 75 percent of the students will be able to write at least one news story, one editorial, and one advertisement and earn a minimum grade of C.

IV. Learning Activities

A. On-the-job field trip. The students will spend a minimum of ½ day at work with a parent or friend. The students will fill out a questionnaire while at work and will also record their findings. Appendix 1.

B. CRIB exploration. The students will spend a minimum of two days in which they explore at least two careers in the English cluster and fill out the supplied sheet. After these are completed, the students will be free to explore any career in the CRIB. The students were to write a composition telling about one of the careers explored. Appendix 2 and 11.

C. Filmstrip--high school courses. The students will watch this filmstrip, the purpose being to help them plan their course of study in high school now, before they have to register.

D. Worksheets. Four worksheets were given to introduce the students to newspapers and newspaper careers. Appendix 3, 4, 5, 6, 7, and 8.

E. Newspaper filmstrips. Two filmstrips related to reading and writing newspapers were shown. They were entitled "Reading Daily Newspapers" and "Writing Feature Stories." The students will take notes on each for future reference.

F. Field trips. Two places are satisfactory for field trips. Graphic arts at Vo-Tech ISU and Idaho State Journal display many aspects of newspaper work that are advantageous to the newspaper career explorer. The students will fill out a field trip questionnaire. Appendix 9.

G. Newpaper story writing. Each student will have an opportunity to (1) write a news story and an editorial, (2) proofread someone else's stories, (3) decide headlines for at least two stories that someone else has written.

H. Advertisement. Each student will produce an ad about something pertaining to the school.

I. Hands On Project. Newspaper production. The students will be exposed to most phases of newspaper work; writing stories and ads, pasting copies, typing (where applicable), printing, stapling, counting, and distributing.

J. Newspaper Proofread. After the paper is printed and handed out, the students will proofread it and circle all mistakes, grammar, spelling, typing, etc. A class discussion will follow to point out all mistakes. Discussion will include why there are mistakes.

V. Plan

A. Schedule of Events

1. Day 1--General discussion of careers and English. This will be centered around a bulletin board whose focal point will be careers in English.
2. Days 2, 3, 4, 5--The students will be divided into four groups. One group will be working in the CRIB, one group will be watching the high school course filmstrip (any applicable filmstrip can be used here), one group will be recording their on-the-job findings and the fourth group will be gone to the job. This will rotate each day.
3. Day 6--Show filmstrip, "Reading Daily Newspapers" and give quiz. Appendix 4 and 6
4. Day 7--Newspaper orientation. Using a group of newspapers, the teacher has the students find various parts of the newspaper. Assign worksheet Appendix 3
5. Days 8 and 9--Careers related to newspaper work. Class discussion will be used along with Appendix 5, 7, and 8
6. Day 10--Write a news story pertaining to Alameda
7. Day 11--Students will assume the role of headliner and proofreader by exchanging news stories and writing a headline and proofreading someone else's news story.
8. Day 12--Field trip. The class is divided in half. One group will go to Graphic Arts at Vo Tech and the other group to Idaho State Journal.
9. Day 13--Editorials and interview stories. Field trips will be discussed and findings shared with entire class. The students will write an editorial and interview story about something at Alameda.
10. Day 14--Advertising. Advertising will be discussed and an ad will be assigned pertaining to Alameda
11. Days 15, 16, 17, 18--Newspaper production. During these days, the best news stories, editorials, and ads will be chosen, typed, pasted to a dummy page and typed on a mimeograph stencil. Students not involved in this will be playing the English game (Appendix 10), reading various books found in the CRIB about careers, and filling out evaluation sheets. During these days, the hands on project (use of mimeograph machine) will also be used. Each student will be able to run the mimeograph machine provided by project funds
12. Day 19--Circulation and distribution of paper to Alameda faculty and student body.
13. Days 20 and 21--Newspaper and unit evaluation

It is hoped that through large and small group discussion, the students will be able to see grammar, spelling and production problems so they will not continue with these same mistakes.

B. Arrangement Considerations

1. Bus requests must be in at least one week before needed
2. Permission slips will be used for the on-the-job field trip and the group field trip. Appendix 12 and 13
3. Field trip businesses will be contacted two weeks in advance and called the day prior to the trip.

VI. Resource Materials

A. Filmstrips
   1. The Newspaper in America--SVE 1973
   2. Reading Daily Newspapers
   3. Understanding Feature Stories

B. Desk Top Career Kit--Careers, Inc. 1973

C. Occupational Exploration Kit--SRA 1973

D. Careers for Women--SRA 1973

E. Careers for High School Graduates--SRA 1973

F. Occupational Exploration Kit--SRA 1973

G. Vertical File (English)

H. How to Run a School Newspaper, J.B. Lippincott Co. 1970

I. Packet--pictures. The Newspaper Comes to the Classroom--J. Weston Walch 1973

VII. Evaluation

The students will keep everything in the Career Exploration Package. Grading for that will be simplified by the use of evaluation form. (Samples in appendix.)

VIII. Hands On Project (Newspaper production)

A. Objectives
   1. The students will be able to take part in the actual producing of the newspaper by writing stories and making ads that could be put in the newspaper.
   2. The student will be able to use the mimeograph machine and demonstrate how to use it to their fellow peers.
   3. Those students who qualify will be able to type stories on mimeograph stencils.
   4. The students who draw will be able to draw advertising and the various artwork of the paper onto the stencil.

B. Description of Project--The students will write, type, and print the school newspaper. (Note--it is very easy to incorporate the typing classes in the school with the typing of stencils and copy.)

C. Evaluation procedures--Day 21 and 22 will be used in reading and proofreading the newspaper produced. The evaluation of the unit itself is done through the evaluation forms provided.

APPENDIX 1

ON-THE-JOB QUESTIONNAIRE

DATE______________________________

NAME______________________________

FIRM______________________________

EMPLOYEE__________________________

1. What is the occupation of the employee?________________________

2. Why are you working?____________________________________
   a. Do you enjoy your work?________________________________
   b. Why did you choose this type of work?________________________
   c. Is this the type of work you plan to stay with in the future?________

3. How hard do you work?___________________________________
   a. What are your hours?_________________________________
   b. What is the range of your salary?_________________________
   c. Any fringe benefits?_________________________________

4. Are there pressures, strains, or anxieties in your work?____________

5. What are the most important personal characteristics for being successful in the job?______________________________________

6. What other requirements are necessary for the job?________________
   a. Education?____
   b. Special skills?______________________________________
   c. On-the-job training?__________________________________

7. In your opinion, what are the opportunities for advancement in your job?______

8. Does your employer encourage you to get more training?_____________
   a. Do you feel limited because of your level of training?__________
   b. Would you change your background of training if you could?________
   c. Do you want to have your son or daughter follow in your footsteps?______

9. What other jobs were you exposed to in the company?_______________

10. Was there anything unusual or unique that you found during your stay?______

Final Analysis

Write a short summary of what information was given and what your impression of the interview was.

CAREER EDUCATION EXERCISE #2

Name________________________________

Using CRIB materials and others, fill out the following information for two careers in the English cluster.

1. Name of occupation.

2. What skills are needed?

3. What education is required?

4. What is the salary range?

5. What are the fringe benefits?

6. Actual work procedure (what work is typically performed?)

7. How does the future look?

8. What hours and days are worked?

9. What prospects are there for advancement?

10. Where are most of the jobs?

On the back, list the name of the materials you used and their library number. (You must use two sources at least.)

LOCAL NEWSPAPER WORKSHEET

Name KEY

Fill out the following information from the paper you have.

1. What is the name of the paper?
2. What does it cost? per day per month
3. Write an example of the following:

   National Headline -

   State Headline -

   Local Headline -
4. Name two columnists
5. Name two sports writers
6. Name two comic strips
7. Write one of each (found in paper)

   Help wanted ad -

   For rent ad -

   For sale ad -
8. Name four companies (or stores) that have advertising in paper.
9. What is the weather?
10. Read one column or news story and summarize it.

APPENDIX 4

PROCESSING A NEWSPAPER

Name Key

See if you can put some of the things that take place in the newspaper business into the correct order in which they happen. Number 1 is done for you.

7 Linotype operators set the type for the newspaper.

2 Reporters write stories about the news.

6 The dummy pages of the newspaper are sent to the printing room.

10 News dealers put the newspaper on their stands.

4 Editors decide which news stories will be included in the daily newspaper.

1 The news is made.

5 Layout people prepare dummy copies of the pages of the newspaper, using the news stories, advertisements, and other information.

11 You buy the newspaper.

9 Trucks deliver the newspapers to the newsdealers.

8 The newspapers roll off the printing presses.

3 Proofreaders check the news stories to make sure that the stories contain no errors.

Name KEY

APPENDIX 5

PEOPLE AND THEIR JOBS

The printing and publishing of newspapers involves many thousands of people. In general, most of the people involved in the newspaper industry can be divided into the groups that are listed at the left below. Also listed are some of the people and the kind of job they might be doing. See if you can match them. Match each person and his job with the group to which you think he would belong.

GROUPS OF PEOPLE

1. People who sell advertising space for a newspaper.
2. People in advertising agencies who prepare the ads for newspapers.
3. People who photograph, draw, and write material that is to be published in a newspaper.
4. People who edit, correct, or lay out the material that is to be published in a newspaper.
5. People who print the newspapers.
6. People who distribute the newspapers.
7. People who sell the newspapers.

PEOPLE AND THEIR JOBS

4 a. A layout man preparing the front page of a newspaper.
3 b. An artist drawing the characters for a comic strip.
5 c. A linotype operator starting to set the type for a classified ad.
[illegible] d. A truck driver delivering a load of newspapers to a newsstand.
4 e. A feature editor checking the accuracy of a story written by someone on his staff.
7 f. A newsboy collecting money for newspapers from a housewife.
2 g. A model posing for a clothing ad.
3 h. A foreign correspondent interviewing the prime minister of a country.
7or6 i. A candy store owner putting a pile of newspapers onto the counter.
4 j. A proofreader correcting the spelling of the name of a city.
2 k. A copywriter in an advertising agency planning a large ad on scissors.
6 l. A mailer in a newspaper mailing room operating an addressing machine.
1 m. A salesman asking a department store owner if he'd like to buy a full-page newspaper ad.
3 n. A photographer taking a picture of an automobile accident.
5 o. A hand compositor arranging and setting type in place.
7 p. A newsstand owner selling a newspaper to a customer.
1 q. A man taking an ad over the phone in a classified ad department.
5 r. An operator of a phototypesetting machine checking the machine's keys.
2 s. An executive in an advertising firm hiring an artist to draw fashion sketches.
6 t. A man loading a bundle of newspapers onto a train.
1 u. An employee in a newspaper advertising department thinking of ways in which to increase ad sales.

APPENDIX 6

NEWSPAPER FEATURES

Name______________________________

Use the newspaper index at the left to see what page or pages you would turn to if you wanted information about newspaper features.

FEATURES IN TODAY'S NEWS

Features	Page
Auto	59
Births	32
Bridge	36
Camera News	41
Comics	65
Editorials	8
Financial	53-55
Help Wanted	62-64
Horoscope	37
Lost and Found	61
Obituaries	32
Movies	26
Real Estate	56-58
Social Security	42
Society	14
Sports	45-51
Suburban News	16-22
TV and Radio	27-30
Weather Map	2
Women's Pages	23-25

53-55 a. stock market quotations

26 b. a critic's opinion of a movie

14 c. a charity ball

42 d. benefits after retirement

41 e. photographic supplies

56-58 f. buying a house

23-25 g. a recipe for dessert

16-22 h. the news in districts on the outskirts of a city

32 i. twins that are born to a neighbor

27-30 j. tonight's television programs

2 k. an approaching hurricane

36 l. a card game

37 m. the outlook for your life today

62-64 n. jobs that are available

59 o. buying a car

32 p. someone's death

8 q. the way the editor feels about a political scandal

23-25 r. the newest hair styles

65 s. Little Orphan Annie

27-30 t. a disc jockey's show

45-51 u. the final score of a football game

61 v. something you lost

APPENDIX 7

IT'S YOUR CHOICE

Name KEY

In the groups of words below, relating to newspapers, four of the five words are alike in some way. The fifth word doesn't belong. Find the word in each group that doesn't belong, and cross it out.

artists
photographers
copywriters
~~dentists~~
salesmen

Associated Press
~~PTA~~
wire services
Reuters
UPI

When?
Where?
~~Handy~~?
How?
What?

Financial
Obituaries
~~Classmates~~
Lost & Found
Sports

Want Ads
Classified
~~Cheerful~~
Real Estate
Society

~~darkroom~~
forecast
weather
cloudy
cold front

proofreaders
editors
~~architects~~
newsdealers
printers

accurate
reliable
source
retraction
~~irritable~~

~~pencils~~
features
news
comics
editorials

publishers
press
linotypers
~~pipe~~
union

WHAT'S YOUR BAG?

If you could work on a newspaper, what kind of work would you like to do? Put a checkmark (✓) beside any three of the newspaper jobs listed below that you think you'd like to have. Put a cross (X) beside any three of the jobs that you think you wouldn't like to have.

_____ a. make up the headlines

_____ b. operate a linotype machine

_____ c. work in the mailing room

_____ d. be a secretary or typist

_____ e. edit newspaper stories

_____ f. be a reporter

_____ g. be a foreign correspondent

_____ h. work in the composing room

_____ i. draw the comic strips

_____ j. work in the classified ad department

_____ k. draw political cartoons

_____ l. run the printing presses

_____ m. write advertising copy

_____ n. write the editorials

_____ o. sell advertising space

_____ p. write a daily column

_____ q. lay out the newspaper pages

APPENDIX 9

FIELD TRIP OBSERVATION

Name____________________________

1. Title of occupation____________________________ What do you do?

2. Skills needed

3. Education required

4. Salary range

5. Fringe benefits

6. Advantages of job

7. Disadvantages of job

8. Chances of advancement

9. Hours and days worked

10. How great is the need for your job?

On the back, write your impression of the field trip. What was good, what could have been improved.

The study of English is important to become

S	A	L	E	S	M	A	N	B	Y
A	C	R	E	T	I	R	W	L	C
R	T	E	A	C	H	E	R	I	L
E	R	F	P	E	O	P	E	B	E
R	E	J	N	O	K	O	Y	R	R
U	S	I	M	L	E	R	W	A	G
T	S	E	C	R	E	T	A	R	Y
C	E	J	U	D	G	E	L	I	M
E	D	I	T	O	R	R	G	A	A
L	T	Y	P	I	S	T	D	N	N

Can you find 15 careers?

Write an occupation for every letter of the alphabet.

COMPOSITION ASSIGNMENT

Career Education--Exercise 3

Using the information found in Exercise 2, write a one-page composition describing the aspects you have found about one of the jobs you have explored. Include careful writing techniques such as complete sentences and correct punctuation and spelling.

PERMISSION SLIP

I give ________________________________ permission to visit my place of employment at least a half day to explore my occupation and others around me. I understand that he must fill out a questionnaire provided by his teacher. I also understand that he must provide his own transportation to and from the job.

PARENT SIGNATURE: ________________________________

EMPLOYEE SIGNATURE: ________________________________
(If not the same)

DATE OF TRIP: ________________________________

SCHOOL DISTRICT NO. 25
Bannock County
Pocatello, Idaho

PARENTS' APPROVAL FOR FIELD TRIPS

I give my permission for ________________________ to take a field trip to ____.
I further agree to assume the responsibility of seeing that my child follows the directions and instructions of the school official in charge. Careful planning has gone into the field trip and reasonable safety precautions have been taken.

____
Signature of Parent Or Guardian

____
Address

____
Telephone

Date of Trip ________________________ Departure Time __________
Return Time __________

Transportation by:

Walking __________
School Bus __________
Automobile __________
Other __________
____

____
Supervisor in Charge

APPENDIX 14

CAREER EXPLORATION PACKAGE EVALUATION

Name________________________________

	Name of Assignment	Graded	Completed Points	Possible Points
1.	On-the-job questionnaire		________	5
2.	On-the-job recording		________	5
3.	Career Exploration #1		________	5
4.	Career Exploration #2		________	5
5.	Filmstrip--high school courses		________	5
6.	Composition	*	________	5
7.	Newspaper Features (Appendix 6)	*	________	5
8.	Newspaper Worksheet	*	________	5
9.	It's Your Choice (Appendix 7)	*	________	5
10.	People and Their Jobs	*	________	5
11.	Field trip questionnaire		________	5
12.	News story #1		________	5
13.	Editorial		________	5
14.	Advertisement		________	5
15.	Extra stories and ads		________	5
16.	Burkhart Evaluation		________	5
17.	Adams Evaluation		________	5
18.	Newspaper proofread	*	________	5
	TOTAL POSSIBLE POINTS			90

*Grade recorded in grade book

PLEASE PUT ALL MATERIALS IN YOUR PACKET IN THE ORDER ON THIS SHEET.

THE SCHOOL NEWSPAPER

Plan 2

THE SCHOOL NEWSPAPER

I Overall Objectives

A Self-awareness
  1 Working with people
  2 Assuming responsibility on the newspaper staff

B Decision-making skills
  1 Choice of job on the newspaper staff
  2 Choice of interview for hands-on project

C Career Awareness
  1 Introduction to job opportunities in newspaper work
  2 Opportunity to function in a specific occupation

D Career Exploration
  1 Field trips
  2 Actual newspaper project

E Hands On Demonstration Project
  1 Reporting experience
  2 Actual handling of a machine

II Rationale

The student newspaper is not just another extra-curricular activity It is a vital instrument to protect and advance democratic freedoms Representative government depends on the diligent and effective operation of fair-minded news media, as well as an educated public This goes along with exposing the student to job opportunities available in the newspaper field; the purpose of building a school newspaper

III Specific Performance Objectives

A The eighth grade classes in a standard English class will be able to identify at least three careers related to newspaper production
  1 Teacher lecture
  2 Field trip

B Specific student behavior
  1 Each student will write an article for the school newspaper
  2 Each student will have at least one experience in the processes of printing and preparing the newspaper for distribution

C The student will be able to identify at least ten newspaper terms
  1 Following a field trip to the Idaho State Journal, the learner will be able to describe the duties, salary, training, and skills needed for a specific occupation
  2 After being exposed to printing procedures at Vo-Tech Department, the learner will be able to list the materials needed, the machinery that is utilized, and the necessary training needed for machine mastery

D Minimum standards expected of students
  1 Student must be able to identify and report on at least one career related to their own interests and talents
  2 Student will have been exposed to another career area via a job visitation with their parents or a close acquaintance

IV Learning Activities

A Field trip
  1 Idaho State Journal
  2 Vo-Tech Graphic Arts Shop

B On-the-job interviews
  1 Morning or afternoon spent with parent
  2 Writing up of information gathered on the job

C Interviews
  1 Personal interviews with various teachers, etc for school newspaper
  2 Student interviews with other students for the school paper

D Writing Reports
  1 Collecting information from the CRIB on a career of the student's choice
  2. Writing and presenting of career report to class

E Hands On Project
  1 Learning printing techniques of machine
  2 Making dummy copies and typing up of rough copies for printing
  3 Learning the procedures of cutting a stencil for printing purposes

F Film Presentations
  1 Filmstrip on writing an editorial
  2 Film program on all the jobs in a newspaper

G Classroom Activities
  1 Newspaper quiz over general terms
  2 Games played, using specific words utilizing student's ability to create new words from one given word

V Unit Plan

A Schedule of events; Unit overview
  1 First week--Preliminary activities; Introduction and orientation via lectures, filmstrip, and CRIB visit

2 Second week--In-class experience in information gathering and writing Students will also be making their on-the-job visits with their parents
3 Third week--Interviews by students for class newspaper CRIB reports will be readied for presentation at this time by student visitations to the CRIB area
4 Fourth week--Actual newspaper production will take place This will include typing of articles, making the dummy copies, cutting stencils, and the actual printing of the paper

B. Arrangement Considerations
1. Permission slips from students to go on planned field trips and job visitations with parents
2 Bus requests for two field trips, each of which will cover two businesses

VI. Resource People

A. Vern Jacobson--Idaho State Journal

B. William Kidd--Graphic Arts Department, Vo-Tech

C. Cindy Larsen--Pocatello High School Journalism student

D. Beryl Taylor--Journalism teacher, Pocatello High School

VII. Resource Materials

A. Books
1. How to Run a School Newspaper. Enid Goldberg, Lippincott, Philadelphia 1970
2. The Newspaper Comes to the Classroom Stephen Lowell, J Weston Walch, Portland, ME 1973.
3. How to Run a School Newspaper. Dewitt C. Reddick, D.C. Heath.

B. Filmstrips and tape productions--Newspaper in America. Singer, SVE Society for Visual Education, Inc Chicago. 1973.

C. Classroom poster series J Weston Walch 1973

VIII. Evaluation

A. Student Evaluation (attached form)

B. Teacher Evaluation (attached form)

IX. Hands On Project

A. To teach students how to run a mimeograph machine, produce a newspaper, and assemble it

B. Evaluation--newspaper writing (editorials, interviews), and oral test over newspaper terms and printing procedures

FIELD TRIP OBSERVATION

DATE________________________

TEACHER________________________

FIRM________________________

Choose a specific job and conduct a job analysis using the following outline:

1. Occupational title
2. Purpose of job
3. Worker duties
4. Tools, materials and equipment used
5. Worker qualifications (skills, training, experience)
6. Amount of supervision
7. Working conditions and hazards
8. Promotional relationships
9. Relationships to other jobs in firm
10. Advantages
11. Disadvantages
12. Relevance of Public School Education for their job
13. Comments

SCHOOL DISTRICT NO. 25
Bannock County
Pocatello, Idaho

PARENTS' APPROVAL FOR FIELD TRIPS

I give my permission for ______________________________ to take a field trip to ____.

I further agree to assume the responsibility of seeing that my child follows the directions and instructions of the school official in charge. Careful planning has gone into the field trip and reasonable safety precautions have been taken.

____
Signature of Parent Or Guardian

____
Address

____
Telephone

Date of Trip ______________________________ Departure Time __________
Return Time __________

Transportation by:

Walking __________
School Bus __________
Automobile __________
Other __________
____

____
Supervisor in Charge

REQUEST FOR FIELD TRIP

Teacher Making Request____________________________ Date________________

Title of Class______________________ Date of Field Trip________________

Destination____

Mode of Transportation____
(Bus*, private auto**, walking. List the number of vehicles needed.)

List the names of all supervisors who will be assisting:

* If buses are being requested, attach a district bus requisition form.

** If private cares are being requested, attach a copy of Form #2 for each car used.

____
Director's Signature

____
(Approved or Disapproved)

____
Date

EVALUATION AND PLANNING FORM FOR CAREER EDUCATION UNIT

Teacher's Name__________________ Subject Matter Area________________

Grade Level_______ Date______________ Semester (1st or 2nd)____________

1. In how many sections (periods) did you present your career unit?____________

2. How many students did you reach? 7th grade____, 8th grade_____, 9th grade____

3. Approximate the total exposure to career education per student.

HOURS (Include such things as field trips, classroom activities, CRIB research, homework assignments, etc.)

HOURS		CLASS PERIODS			
1-5	________	5 or less	_____	11	_____
6-10	________	6	_____	12	_____
11-15	________	7	_____	13	_____
16-20	________	8	_____	14	_____
21-25	________	9	_____	15	_____
Other	________	10	_____	Other	_____

4. Total time spent on career education unit

Was adequate _____
Needed more time _____
Needed less time _____

5. How many different careers did each student have the opportunity to explore? _____

6. Did students explore at least one occupation based upon their personal talents and interests? Yes_____ No_____

7. How many on-site exploration activities to local business and industry did you provide for each student? _______

8. List the names of each business or industry visited.

9. How many times did you invite community employers or employees into classroom activities? __________

10. How many times were your students required to use CRIB? _______

11. Approximate the number of hours spent in CRIB **per student**. _______

12. How often did you avail yourself of guidance and counseling services?
Daily ____ 2-3 times a month _____ Never_______
2-3 times a week____ Seldom _____

13. How often did you use counselors as resource people?

Curriculum Development	In-class discussion or projects	Field trips
none ______	none ______	none ______
some ______	some ______	some ______
often ______	often ______	often ______

14. How often were students exposed to the concepts relating to the "Changing Role of the Woman?"

none______ some______ often______

15. How often did you expose students to the philosophy that all work demands respect and dignity?

none______ some______ often______

16. In your opinion, how would you rate the student binder "Career Exploration Package?"

outstanding______ good______ fair______ poor______

17. How would you rate the materials and equipment in the CRIB?

outstanding______ good______ fair______ poor______

18. How would you rate personnel services in the CRIB?

outstanding______ good______ fair______ poor______

19. What additional materials or equipment in the CRIB would be helpful to you?

20. In your opinion, how would you evaluate student's reaction to the hands on projects?

most positive ______ somewhat positive ______ negative______
positive ______ no opinion ______

21. In your opinion, how would you evaluate student's reaction to your total career education unit?

most positive ______ somewhat positive ______ no opinion ______
positive ______ negative ______

ON-THE-JOB QUESTIONNAIRE

DATE____________________ FIRM____________________

NAME____________________ EMPLOYEE____________________

1. What is your occupation?____________________

2. Why are you working?____________________
   a. Do you enjoy your work?____________________
   b. Why did you choose this type of work?____________________
   c. Is this the type of work you plan to stay with in the future?________

3. How hard do you work?____________________
   a. What are your hours?____________________
   b. What is the range of your salary?____________________
   c. Any fringe benefits?____________________

4. Are there pressures, strains, or anxieties in your work?________

5. What are the most important personal characteristics for being successful on the job?____________________

6. What other requirements are necessary for the job?____________
   a. Education?____________________
   b. Special skills?____________________
   c. On-the-job training?____________________

7. In your opinion, what are the opportunities for advancements in your job?____________________

8. Does your employer encourage you to get more training?____________
   a. Do you feel limited because of your level of training?________
   b. Would you change your background of training if you could?________
   c. Do you want your son or daughter to follow in your footsteps?________

9. What other jobs were you exposed to in the company?____________________

10. Was there anything unusual or unique that you found during your stay?____________________

Final Analysis

Write a short summary of what information was given and what your impression of the interview was.

GUIDANCE AND COUNSELING PROGRAM

Each individual in an interdependent society has a responsibility to provide for himself as well as others he accepts responsibility for and to make a contribution to the maintenance and improvement of society. Career Education can contribute to the productivity and adaptability of the U.S. economy. It can help improve or lessen social unrest and labor market lives of children exploring their own potential, youth seeking an adult role, and adults searching for a more attractive vocation or role.

If the responsibility of the school is to prepare young people for their place in society, they must be provided the opportunity to gain greater awareness of their interests and abilities as well as given the experiences so that they may develop a greater understanding of the skills, attitudes, and knowledge that will be needed to become a successful contributing member of society. Career orientation and exploration can take place through student's opportunities to encounter, to explore, and to be exposed to the real "world of work." By providing these kinds of experiences, the school will help students gain a better understanding of the world of work and to be able to make wiser career choices. Through career education the school curriculum can take on a new relevancy, meaning, and vitality. The responsibility for career education is "everybody's job."

Objectives

1. Increase self awareness by
    a. Conducting a self-awareness unit at the seventh grade level.
    b. Reviewing the aspects of self awareness with students at the eighth and ninth grade levels and noting changes that have taken place.

2. Increase career awareness by
    a. Investigating with students career possibilities in light of interests and abilities as well as the outlook for future employment.
    b. Relating education or training to occupational requirements and personal needs.

3. Assist students in developing appropriate career decision-making skills by
    a. Conducting a decision-making unit at the eighth grade level.
    b. Relating decision-making skills to decisions concerning future occupational choices.

4. Assist students in development of a positive attitude about the world of work.

5. Assist students and teachers in the provision of a wide variety of meaningful career orientation and exploration experiences by
    a. Assisting in supervision or field trips when requested.
    b. Contacting and obtaining outside speakers when requested.
    c. Coordinating Alameda Career Day for ninth graders.

6. Organize group and individual counseling experiences for students by
   a. Interpreting interest, achievement, and aptitude tests individually and in small groups.
   b. Relating interests, abilities, aptitudes, and personal characteristics to job success to individual students or to small groups.

Time Line

WEEK	MATERIALS USED AND ACTIVITIES (Grades 7, 8, & 9)
1	Self-Awareness Pre-Test Decision Making Pre-test
2	Self-Awareness, Career Decisions Kit Record -- Band #1 Listening Experience with sheet "What's My Line?" Band #2 with filmstrip, "Hung Up or Happy? How Come?" Band #3 with filmstrip "Who's You?" and sheet "Taking Stock of Yourself"
3	Kuder Interest Survey
4	Interpretation of Kuder Interest Survey (relate interests to occupational briefs in WORK and OEK kits in the library) File materials in individual career education folders.
5	Characteristics sheet. Tie information about self together
6	"Lost on the Moon" -- game Transparencies on strategies in decision making, occupational choices relating to self, and occupational clusters. Decision making sheet -- relate decision to everyday choices made
7	Sound filmstrip "Values for Teenagers -- The Choice is Yours" Discuss values and their relationship to decisions Decision making sheet. Relate values to decision making. Expand on occupational clusters
8	Self awareness post test Decision making post test Movie -- "Where do we Go From Here?" Federation of Rocky Mountain States

Teachers will further incorporate self awareness and decision making skills into their individual units.

Oct.	Differential Aptitude Tests -- 9th grade
Nov. & Dec.	Individual conferences with 7th graders for counseling cards. Relate self awareness and decision making to things discussed.
Jan. & Feb.	Differential Aptitude Test interpretation to 9th graders in small groups or individually--relate to future decisions and occupations.
Mar. & Apr.	Small group information sessions with 8th graders concerning high school opportunities--relate interests, self awareness, and career fields to subjects offered in high school and decisions to be made.
May	Individual and group sessions--registration and electives (all grades).

SELF AWARENESS FOR SEVENTH GRADE

I. Overall Objective--to develop self awareness.

II. Rationale

There is considerable research indicating that occupational choices are made in stages, and that it is an ongoing process. This suggests that an individual does not make the ultimate vocational selection at a single moment in time but through a series of decisions over a period of years. However, the individual is required to act on a number of educational options at about the ninth grade level and these have an important influence on later occupational life. In effect, the decisions students make at this point greatly influence their eventual vocational careers by either limiting or increasing their future educational and vocational choices.

Youth at the junior high school level have rather specific characteristics which suggest a need for awareness of self and skills to make good decisions aw well as first-hand knowledge of the world of work. They have not had opportunities to examine their capabilities and interests in various areas under a variety of situations and need experiences which will supply this knowledge both directly and vicariously.

III. Unit Objective

After completion of this unit, students will have completed the Kuder Interest Survey and profiled the results.

IV. Performance Objectives

The student will:

A. Receive a list of the ten interest areas provided on the Kuder Profile Sheet.
B. Complete the Kuder Interest Survey Pre Test.
C. Complete the Kuder Interest Survey.
D. Complete the Profile Sheets related to the Kuder Interest Survey.
E. Discuss with the teachers the actual occupations that relate to each interest area.
F. Discuss tapes based on the ten interest areas. (SRA - "Keys--Career Exploration")
G. List three occupations they feel are related to the ten interest areas.
H. Place materials in file folders.

V. Unit Overview

A. Plan--this unit will be taught in the seventh grade health and science classes. It will be offered both first and second semesters in order to reach all students.

B. Arrangements considerations

1. Permission will be obtained from teacher and arrangements to enter their class.
2. Be certain adequate materials are available to do the job.
3. Determine the time block to be used (all in one week, over a two-week span, etc.)

VI. Suggested Learning Activities

A. Make available to students a list of ten interest areas provided in the Kuder Survey and discuss the meaning of the terms (see page 9).

B. Have students complete the Kuder Interest Survey Pre Test. (Sec. VIII Evaluation.)

C. Have students complete the Kuder Interest Survey.

D. Students will complete Kuder Profile Sheet.

E. Discuss in more detail jobs that are related to the ten interest areas.

F. Have students listen to prepared tapes concerning each of the ten interest areas.

G. Students take self-awareness inventory. (See pages 10 and 11.)

H. Students listen to JC Penney Career "Who's You" sound filmstrip and complete sheet "Taking Stock of Yourself." (See page 12.)

I. Students listen to Guidance Associates sound filmstrips "Who Are You," "Exploring Your Feelings," and/or "Belonging to a Group."

J. Students complete other self awareness checklists if time allows. (See pages 12-15.)

K. Students write a paper on "Self and Family" (time allowing.) (See page 16.) Use Guidance Associates sound filmstrip "Understand your Parents."

Because this is a unit being offered by the counselors, no plans have been made at this point to provide a field trip activity. However, if the proper resource person could be located it might be a helpful idea to have a guest speaker. This speaker could talk on interests as related to vocational selection and tie it into the Kuder.

The hands on project would be incorporated in the taking, scoring, and plotting the results of the Kuder Test. This would be done individually by each student. The student will keep the results of this test in his own file folder provided by the Project.

VII. Suggested Materials

A. COSSA Career Development Unit: "Exemplary Cooperative Education Program for the Development of Occupational Skills, Work Habits, and Attidues." Special emphasis is being given the unit entitled: "Administration of the Kuder Interest Survey."

B. SRA Keys Career Exploration. Kuder Vocational Interest Areas (five cassettes with filmstrips). Approximately 20 minutes each side. Manual included.

C. SRA "WORK" "Widening Occupational Roles Kit" (To be used in a resource capacity since jobs are broken down into working with ideas, working with people, and working with things.

D. Kuder Interest Surveys

E. J. C. Penney Career Series
   1. "Taking Stock of Yourself" -- sheet
   2. "Who's You" -- filmstrip

F. Guidance Associates sound filmstrips
   1. Who are You?
   2. Exploring Your Feelings
   3. Belonging to a Group
   4. Understanding Your Parents

VIII. Evaluation

The following Pre-Post Test will be used for evaluation purposes. Students will be given this test before the Kuder unit is taught and after the unit is completed. Student responses, pre and post, will be compared for growth measurement. (This test follows on the following three pages.)

CAREER AND SELF AWARENESS

PRE-POST TEST

Grade Level (Circle One) 7 8 9
Student's Name__________________
Teacher's Name__________________
Period__________________________
Date____________________________

1. List two areas in which you have a high interest. (Interest areas you may choose from are outdoors, mechanical, scientific, mathematical, persuasive, artistic, literary, musical, social sciences, and clerical.)

   a. ____

   b. ____

2. List five occupations (jobs) that would relate to your selected interest area as listed in question number one.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

3. List five persons who might be able to help you in selecting occupations. (Do not list personal names.)

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

4. List five characteristics that would make you desirable to an employer. (A boss or manager of a business.)

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

Student's Name________________

5. List five characteristics that would make you undesirable to an employer.

a.____

b.____

c.____

d.____

e.____

6. List five reasons why people work.

a.____

b.____

c.____

d.____

e.____

7. Discuss briefly your understanding of the word "work."

8. List at least three characteristics about yourself that please you. (That make you happy.)

a.____

b.____

c.____

d.____

e.____

9. List at least three characteristics about yourself that do not please you. (Things that make you unhappy.)

a.____

b.____

c.____

d.____

e.____

Student's Name____________________

PLEASE RATE YOUR FEELINGS ON THE FOLLOWING STATEMENTS. CIRCLE THE NUMBER WHICH MOST CLOSELY TELLS YOUR OWN FEELINGS ON EACH ITEM.

5 - means you strongly agree
4 - means you agree but not strongly
3 - means you disagree
2 - means you strong disagree
1 - no feelings at all on the subject

1. Receiving a high salary (money) is the most important part of having a job. 5 4 3 2 1
2. Children should choose the job their parents want for them. 5 4 3 2 1
3. Being able to get along with people is important on a job. 5 4 3 2 1
4. Jobs where you don't get dirty or sweaty are the best ones to have. 5 4 3 2 1
5. Before selecting a job, I should know about all my personal talents. 5 4 3 2 1
6. Knowledge gained in my English classes will be of value in my future job or jobs. 5 4 3 2 1
7. My math classes will be of no benefit in my future job or jobs. 5 4 3 2 1
8. Science classes will be of great benefit in my future job or jobs. 5 4 3 2 1
9. Liking to be out of doors has nothing to do with making job choices. 5 4 3 2 1
10. The counselor's office is a good place to receive help on job information. 5 4 3 2 1
11. Only good jobs come to those people who have college degrees. 5 4 3 2 1
12. More people are employed in blue collar jobs than those in white collar jobs. 5 4 3 2 1

KUDER INTEREST AREAS	MEANING OF TERMS
Mechanical	Repairing or building mechanical objects such as an automobile mechanic
Computational	Working with numbers such as a bookkeeper or bank teller
Scientific	Discovering new facts and solving problems in such fields as chemistry, engineering, or medicine
Persuasive	Dealing with people in order to sell or promote projects, such as those of a salesman or an actor
Artistic	Working with your hands in a creative way, such as is done by sculptors and interior decorators
Literary	Reading or writing, such as is done by a teacher, author, or news reporter
Musical	Playing musical instruments, singing or writing music
Social Service	Helping people, in such ways as a nurse, counselor, and social worker
Clerical	Working in an office at tasks requiring precision and accuracy, such as is done by a file clerk or typists.
Outdoor	Being out of doors and working with animals and plants, such as a farmer or forest ranger

Date ______________________

SELF AWARENESS INVENTORY

Name ______________________

1. Check five characteristics about yourself that please you.

___ It is easy to express myself (say what I think.)
___ I try to do the best I can.
___ I do things to be noticed.
___ I get angry if things don't go my way.
___ I try to put others ahead of myself.
___ I help others just for the fun of it.
___ I like to compete with others in games, sports, schoolwork, etc.
___ I don't care what happens as long as I have fun.
___ I like to know everything that's going on.
___ I'm honest and truthful.
___ I like to be the leader and accept responsibility.
___ I like to tease.
___ Others can't make me do what I think is wrong.
___ I get along well with my parents.
___ I try to get along with everyone.
___ I'm the most important person in my life.
___ I like to do things I've never done before.
___ I give and take in my dealings with with others.
___ It's easy for me to make up my mind and stick to it.
___ I like to talk with my friends about the bad things other kids do.
___ I think everyone should mind his own business.
___ I try to do what I've been taught is right.
___ I can take the consequences of my behavior, good or bad.
___ I make friends easily.
___ I get along well with my brothers and/or sisters.
___ Sometimes I'm happy and then all of a sudden I'm sad.

2. Check five characteristics about yourself that do not please you.

___ I hang back so no one will notice me.
___ Sometimes I'm afraid to express myself (say what I think).
___ I'm afraid of new things, sometimes.
___ Sometimes I'm happy and then all of a sudden I'm sad.
___ I get angry if things don't go my way.
___ I clam up if things go wrong.
___ Sometimes I sass back when corrected.
___ I don't care what happens as long as I have fun.
___ I change my mind real often.
___ I like to know other people's business.
___ I don't like to accept responsibility.
___ I quarrel a lot.
___ I don't know how to make friends.
___ I don't get along well with my teachers
___ It's easy for me to blame others when I fail or get in trouble.
___ People can't make me do what I don't want to.
___ I don't care how I do things as long as I get by.
___ I pout quite often.
___ I don't like to compete with other kids in games, sports, schoolwork, etc.
___ I blow my top when I get mad.
___ Sometimes I like to give others a bad time.
___ I expect praise or pay for everything I do.
___ I will lie for my friends or myself if I think it will help.
___ Sometimes I feel sorry for myself.
___ I do things I know I shouldn't.
___ I don't get along with other kids too well.
___ I like to tease, sometimes.
___ It's hard for me to keep friends.
___ I don't get along well with my parents.
___ I don't get along well with my brothers and/or sisters.

3. From the different characteristics you have learned about people, choose the characteristic that best describes you at the present time.

____

____

4. List three qualities about yourself that you would like to change or improve.

   a. ____

   b. ____

   c. ____

5. List three areas in which you would rate yourself high.

   a. ____

   b. ____

   c. ____

6. List three areas in which you would rate yourself low.

   a. ____

   b. ____

   c. ____

7. List three occupations in which people help people.

   a. ____

   b. ____

   c. ____

8. List three occupations in which people work with things.

   a. ____

   b. ____

   c. ____

9. List three occupations in which people work with ideas, symbols, numbers, or facts.

   a. ____

   b. ____

   c. ____

Date ____________________

TAKING STOCK OF YOURSELF

Name ____________________

When the film begins, follow questions and directions in filling out the questionnaire

PHYSICAL CHARACTERISTICS	VERY GOOD	GOOD	FAIR	POOR	NOT AT ALL
Physical stamina					
Strength					
Manual Skills in General					
Describe your own manual skills					

Something you've made or can make ____________________

Any instrument you can play ____________________

Other manual skills like typing, driving, sewing, sawing, etc. ____________________

MENTAL CHARACTERISTICS	VERY GOOD	GOOD	FAIR	POOR	NOT AT ALL
Concentration					
Persistence					
Memory for people, facts, or faces					
Memory for visual things, places					
Imagination, originality, creativity in any area					

Logic, reasoning powers ____________________

VALUES, FEELINGS, PERSONALITY TRAITS	YES	NO	MAYBE
Would you go into a job just because your family wanted you to?			
Is money important to you?			
Is prestige important to you?			
Is power important to you?			
Do you have patience?			
Do you have self-control?			
Can you tolerate frustration?			
Do you relate well with your own age group?			
Do you relate well with older people?			
Do you relate well with younger people?			
Do you think you answered everything honestly?			

When you look back you'll see a pattern of strong and weak points emerge. It's NOT the whole picture but it begins to give you an idea of your assets and liabilities. It's up to you to capitalize on those assets.

LOOKING AT MYSELF

Name____Grade______________

A. Things I Like
   1. School subjects
   2. School activities
   3. Books and magazines
   4. Sports, hobbies, and other leisure-time activities

B. Work I have done
   1. Home
   2. Community
   3. Paid jobs
   4. School service

C. Things I do best
   1. School subjects
   2. School activities
   3. Other activities
   4. Awards received

D. Results of my tests
   1. Scholastic ability
   2. Achievement

E. Things I do not like

F. Things I have tried to do and abandoned

G. Areas in which I need improvement

H. What relationships can you find among your interests (things you like to do), abilities (things you are able to do well), and achievement(things you have done well)?

WHO ARE YOU?

____
(Name)

Describe yourself. Under the heading "What I Am Like Now," list characteristics that you think describe you as you are at present.

Under the heading "What I Want to Be Like," list the characteristics you would like to have.

A. WHAT I AM LIKE NOW:	WHAT I WANT TO BE LIKE:
1. Appearance (neat, tall, blue-eyed)	Appearance
2. Personality (friendly, generous, shy)	Personality
3. Abilities (good at sports, musically talented, good in arithmetic)	Abilities
4. Interests (enjoy outdoor sports, like to read)	Interests

B. A person cannot change all of his individual characteristics, but he can change many. Which of your characteristics can you change that you would like to change?

C. Plan some things for making yourself the way you would like to be:

If you did not have enough room to write all you wished, please turn over, number it the same, and finish.

WHAT DO YOU LIKE TO DO?

(Name)

My hobbies are:	I have chosen these hobbies because:
My free-time activities--things I do for fun are:	I have chosen these activities because:
My school activities are:	I have chosen these activities because:

Some of my other activities (for example, part-time jobs, helping at home) are:

I like the following activities best:	Reasons:
I dislike the following activities:	Reasons:
I get the greatest sense of accomplishment from the following activities:	Reasons:
New activities in which I am interested are:	Reasons:

WHAT GOOD IS SCHOOL?

____
(Name)

It is important for you to have as accurate information as possible about your abilities.

Check high if your grades in the area are A or B or the equivalent, or if you are in the top quarter of the group with which you are being compared on tests. Check average if your grades are C or if you are in the second or third quarter. Check low if your grades are D or if you're in the bottom quarter on tests.

Area of Ability	Test results show my ability is			I think my ability is			My report card grades are			Reasons for difference
	High	Ave.	Low	High	Ave.	Low	High	Ave.	Low	
Language										
Reading										
Arithmetic										
Artistic										
Musical										
Physical co-ordination										
Physical strength										

Sometimes a student has high abilities but makes poor grades because he does not know how to study. Rate yourself in these important study skills.

Study Skill	I Rate			I Need	
	High	Average	Low	Practice	Special Help
Listening in class					
Outlining					
Notetaking					
Use of reference materials					
Memorizing					
Organizing for study					
Budgeting time for study					
Preparing assignments					
Reviewing					
Concentrating					
Preparing for tests					
Reading speed					
Reading comprehension					

What are your educational plans?

On the basis of your present skills and achievement, are these plans realistic?

Are there any areas of skill and achievement you would like to improve? List them on the back and describe ways to improve and places or individuals to go to for help.

PAPER ON SELF AND FAMILY

- Myself
  - What I am like physically
  - My capabilities in school
  - What I am like outside of school
- My Family
  - Members of my family
  - My relationship with each family member
- My Friends (What are they like?)
  - At school
  - Away from school
- Things I like to Do
  - Games I like to play
  - Places I like to go
  - Things I like to read about
  - Programs I like on TV
- Things I do not Like to Do
- My Jobs
- My Treasures

- More About My Family
  - My Father
    - Physical Description--age, size, coloring, health status
    - Education and Training
  - My Mother (Same as above)
  - My Father's Occupation
    - Jobs he has held
    - Present employment--where, how long
      - Exactly what does he do?
      - Does he like his job? Would he change if he could?
      - Benefits, advantages, and disadvantages of present employment
  - My Mother's Occupation
    - (Same as for Father)
    - Things Mother Does at Home.
  - Jobs other members of my family have held.

DECISION MAKING

Grade 8

I. Rationale

Decision making can be defined as a process in which a person selects from two or more possible choices. A decision does not exist unless there is more than one course of action, alternative, or possibility to consider. If a choice exists, the process of deciding may be utilized.

The potential value of the process lies in the fact that its practitioner is more likely to be satisfied with his decisions. The process requires skills that can be learned, applied, and evaluated. A first step in learning the process involves thinking about both personal and group values. Considering values removes the implication of "right" answers or outcomes, emphasizing rather an effective use of a process that results in satisfying consequences. This emphasis distinguishes decision making from problem solving. Problem solving usually involves one best or right solution for everyone.

When decision making is skillfully utilized, it is more likely that the outcome will be satisfying. A skillful decision maker has more personal freedom in his life because he is more likely to recognize, discover, or create new opportunities and alternatives. He also has greater control over his life becuase he can reduce the amount of uncertainty in his choices and limit the degree to which chance or other people determine his future.

Two individuals may face a similar decision, but each person is different and may place differing values on outcomes. It is the individual who makes each decision unique. Learning decision-making skills, therefore, increases the possibility that each person can achieve that which he values.

II. Performance Objectives

A. When given a hypothetical situation requiring decision making, the students will be able to list:
   1. At least two alternatives which might be chosen.
   2. At least two individuals who could give good advice concerning the situation.
   3. Kinds of information the individual would need to make a good decision.
   4. Consequences for each alternative listed.
   5. Strategies people might use when choosing each alternative.
   6. Values which might influence the choice of alternative decided upon.

B. As a result of this unit, students will choose three occupations about which they wish to gather information.

III. Unit Overview

A. The unit will be conducted by the counselors with students in the eighth grade English classes.

B. Schedule of events
  1. Counselors will meet in classes with the students one day a week, one hour per class per day, for a period of twelve full days.
  2. The same day during the week would be determined before beginning the unit.
  3. Daily lesson plan
    a. First and second days
      (1) Administer Decision-Making Pre-Post Test (Counselor)
      (2) Students will identify and examine personal values
    b. Third and fourth days
      (1) Counselor will introduce and explain the Kuder Interest Inventory
      (2) Students will begin the Kuder and take it home for completion. (Students who have taken the Kuder Interest Survey should review their results.)
    c. Fifth and sixth days
      (1) Counselor will explain how to score the Kuder Interest Inventory
      (2) Students will self score the Kuder Interest Inventory
      (3) Counselor will interpret and discuss students' scores
    d. Seventh day--students will perform the decision-making process
    e. Eighth and ninth days
      (1) Counselors, with the aid of a poster, will present the decision-making strategies
      (2) Students will use strategies in making decisions for situations
    f. Tenth and eleventh days
      (1) Counselor will present a decision-making situation
      (2) Students will role play the situation using strategies chosen.
      (3) Students will use the decision-making process while playing the "Lost in Space" game
    g. Twelfth day
      (1) Counselor will introduce the Occupational Exploration Kit to the students
      (2) Students will learn to use the OEK and relate its use to their Kuder Interest Inventory results.
      (3) Students will take the Decision-Making Post Test.

C. Arrangement considerations
  1. Teacher's cooperation in allowing the counselors to use class time for the unit must be obtained. Time must be structured because of class time involved.
  2. The day of the week to be used for the unit must be determined cooperatively by teachers and counselor.
  3. Student participation must be agreed upon.
  4. Arrangements for rooms must be made.
  5. Arrangements must be made with the media center for equipment and materials for the specific time when they are needed.
    a. audio-visual equipment
    b. audio-visual materials
    c. reference materials
    d. kits

IV. Learning Activities Using Student Recording Sheet

A. Examination and recognition of personal values
1. Identify values
   a. Use "Recognizing Personal Values" in Deciding Kit
   b. Students write down three personal values of their own
2. Discuss the objectives of values
   a. Define the word objective and discuss in relation to values
   b. Students write an objective for their three personal values they listed above.
3. Using Mary's situation as described on p. 11, relate and discuss the motivating influences of Mary's values.

B. Knowledge and use of adequate, relevant information
1. Discuss Interest Approach in Deciding Kit to introduce and reinforce the four components of information. Students list the four components of information for decision making.
2. Counselors introduce and administer the Kuder Interest Inventory
   a. Students take the Kuder Interest Inventory
   b. Students plot their profiles
   c. Counselors interpret student's profiles, individually and in small groups
3. Students fill in last page of "Mini-Guide to Who's Who #2" of J. C. Penney Career Series. Make a list of three new pieces of information they learned about themselves.
4. Perform a decision-making process with the students using pages 30, 31, and 32 of the Deciding Kit
   a. Students list available alternatives
   b. Students list and rank sources of information
   c. Students consider consequences of each alternative
   d. Students complete decision process

C. Knowledge and use of strategies for converting information into action
1. Present types of strategies (use poster and/or transparencies)
   a. Discuss why and how they received their titles
   b. Have students give examples of a time they used one of the strategies
   c. Students list the types of strategies
2. Discuss risk taking
   a. Define risk taking
   b. Use "The Role of Values in Risk-Taking" and "Risk-Taking: It Happens Every Day" in the Deciding Kit
   c. Discuss relationship of risk taking, values, and strategies
3. Devise given decision making situations for learning situations
   a. Explain the situation
   b. Use student volunteers to role play the characters in the situation.
   c. Role play the situation using a different strategy each time. Have students identify and discuss which strategy was used in each situation
   d. Students write statement concerning their feeling of confidence about their ability to make decisions--has it improved?

D. Students play the game "Lost on the Moon"
1. Students receive instructions from counselor

E. Other Learning Activities
    1. Decision making
    2. Abilities
    3. Interests
    4. Paper on exploring interests, aptitudes, and occupations

F. Introduce students to the Occupation Exploration Kit
    1. Counselors teach the students how to find material in the kit
    2. Indicate the relationship between interest, abilities, and careers Refer students to Kuder Interest Inventory results
    3. Have students use decision making skills in determining which broad area they might begin exploring
        a. Careers related to people
        b. Careers related to things
        c. Careers related to ideas
        d. Relate this choice to Kuder Interest Inventory results
    4. Students choose three occupations in their interest area that are in the English Occupational Cluster

G. Students place all materials gathered concerning themselves and career choices made through decision-making process in their individual Occupational File
    1. Student's file will be filed in the Occupational File Cabinet in the counseling area.
    2. Students will have access to their file at any time.
        a. To use for their own information
        b. To use for another class
        c. To add information to
        d. To aid in making choices

V. Sources of Information and Materials

A. Kits
    1. Deciding Kit--leader's guide and student's booklet
    2. J.C. Penney Career Series
        a. Filmstrips
        b. Record
        c. Student answer sheets
        d. Job descriptions and applications
        e. Transparencies of job responsibilities
        f. Teacher's guide
    3. Occupational Exploration Kit

B. Career Resource Information Bank

C. Information and Test Sheets that follow

DECISION-MAKING: A QUALITY NEEDED IN CAREER DEVELOPMENT

Pre-Post Test

SITUATION:

Johnny Jones has a paper route and is earning enough money for most of the things he wants. He has really enjoyed his job and knowing the people to whom he delivers papers.

Johnny has found he has plenty of time to study, play ball, and do most of the other things he really wants to do. Many of Johnny's friends have a ten-speed bicycle and Johnny's bike is only a regular bike.

Mr. Brown offered Johnny a job delivering groceries after school every day and on Saturdays. The pay would be greater and Johnny could save for a better bicycle if he so desired but would have to study late at night or on Sunday. Also, he couldn't play first base for the All Stars anymore.

1. List the alternatives (choices) Johnny has.

(1)____

(2)____

2. To whom could Johnny go for advice? (1)____________________

(2)____________________ (3)____________________

(4)____________________ (5)____________________

3. What kinds of information does Johnny need to make a good decision?

____

____

____

____

4. What will be the consequences (results) of Johnny choosing either way?

Keeping the Paper Route	Accepting the Delivery Job
(1)____________________	(1)____________________
(2)____________________	(2)____________________
(3)____________________	(3)____________________
(4)____________________	(4)____________________

5. What strategies could Johnny use in making his decision?

(1)____

(2)____

(3)____

(4)____

6. If you were Johnny, which three of your personal values might most influence your decision?

(1)____

(2)____

(3)____

7. Circle how you make most of your decisions. (1) By yourself

(2) With help from someone (3) Someone else decides for you

8. Circle how often you are happy with decisions you make by yourself.

(1) All of the time (2) Most of the time (3) Some of the time

(4) Never

9. List three occupations related to the English cluster that are of interest to you.

(1)____

(2)____

(3)____

DECISION-MAKING: A QUALITY NEEDED IN CAREER DEVELOPMENT

Pre-Post Test

SITUATION:

As soon as the bell rang Sue went to the library to get a record to take home. She was excited, for being able to borrow records was something new to her. The people in the next trailer owned a record player she was sure they would let her use. When Sue was almost to the trailer park she realized that she had dashed out of the library without signing out the record. "I'll do it before school tomorrow," she told herself.

As she turned into the trailer court her heart dropped--the family who owned the record player was gone. She didn't know anyone else who had a record player so she wouldn't get to hear the record after all. Not even the good smell of beans bubbling on the gas plate made her feel any better. She put her books and the record on the shelf over the gas plate and went out to play.

Sue came in soon to do her homework and to her horror she found the steam from the beans had warped the record--it was ruined! What a stupid thing she had done! How dumb she had been to forget the sign on the record rack, "Keep records away from heat." She knew the price of the record and to pay for it would take all the money she'd earned caring for the Posey twins every Saturday for weeks and weeks. She really needed the money to buy new shoes.

Then Sue remembered she hadn't signed the record out so nobody knew she had it. She could throw it away and nobody would ever know what had happened to it. Would that be stealing? It was her fault the record was ruined but didn't she need shoes more than the library needed the record? Sue could hardly sleep that night. What should she do?

1. List the choices Sue has. (1)____________________

   (2)____________________

2. To whom could Sue go for advice? (1)____________________

   (2)____________________ (3)____________________

   (4)____________________ (5)____________________

3. What kinds of information does Sue need to make a good decision?

   ____

   ____

   ____

4. What will be the consequences (results) of Sue choosing either way?

Not telling she took the record	Telling she took the record
(1)____________________	(1)____________________
(2)____________________	(2)____________________
(3)____________________	(3)____________________
(4)____________________	(4)____________________

5. What strategies could Sue use in making her decision?

(1)____

(2)____

(3)____

(4)____

6. If you were Sue which three of your personal values might most influence your decision?

(1)____

(2)____

(3)____

7. Circle how you make most of your decisions. (1) By yourself

(2) With help from someone (3) Someone else decides for you

STUDENT RECORDING SHEET

Decision-Making Unit

Student's Name________________________________ School____________________

Three personal values of my own Objective

(1)____

(2)____

(3)____

(4)____

Four Components of Information for Decision-Making

(1)____

(2)____

(3)____

(4)____

Three new things I've learned about myself

(1)____

(2)____

(3)____

Four Types of Strategies

(1)____

(2)____

(3)____

(4)____

Do you feel you will be able to make better decisions now? Why or why not?

____

____

____

Three occupations in the English Occupational Cluster I'm interested in:

(1)____

(2)____

(3)____

LOST ON THE MOON

Instructions

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous spot. During re-entry and landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left available and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

____ Box of matches

____ Food concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 calibre pistols

____ One case dehydrated Pet milk

____ Two 100 lb. tanks of oxygen

____ Stellar map (of the moon's constellation)

____ Life raft

____ Magnetic compass

____ 5 gallons of water

____ Signal flares

____ First aid kit containing injection needles

____ Solar-powered FM receiver-transmitter

LOST ON THE MOON EXERCISE Answers and Scoring

15 Box of matches
4 Food concentrate
6 50 feet of nylon rope
8 Parachute silk
13 Portable heating unit
11 Two .45 calibre pistols
12 One case dehydrated Pet milk
1 Two 100 lb. tanks of oxygen
3 Stellar map (of the moon's constellation)
9 Life raft
14 Magnetic compass
2 5 gallons of water
10 Signal flares
7 First aid kit containing injection needles
5 Solar-powered FM receiver-transmitter

1 Oxygen
2 Water
3 Stellar map
4 Food concentrate
5 Solar-powered transmitter
6 Nylon rope
7 First-aid kit
8 Parachute silk
9 Life raft
10 Signal flares
11 Pistols
12 Pet milk
13 Heating unit
14 Magnetic compass
15 Matches

Scoring

Subtract your ranking number for each item from NASA's ranking number. Add those differences. Also do this for the ranking list and compare individual prediction with the group prediction.

Example:

	Your Ranking	NASA's	Difference
Box of matches	8	15	7
Signal flares	14	10	4

Explanation

These are the answers supplied by the NASA scientists. The answers are split into groups--physical survival and traveling to the rendezvous.

The first two items are air and water, without which you cannot survive at all. After that comes the map for locating position and figuring out how to get to the rendezvous. Food comes next for strength on the trip. It is not as necessary for survival as air and water.

The FM transmitter is for keeping in touch with earth. In a vacuum, without an ionosphere, radio transmission travels only in line of sight and would be limited on the moon to destinations of approximately 10 miles. On earth powerful receivers would pick up messages which would then be relayed to the mother ship. The next item would be rope for lunar mountain climbing and traversing crevasses on the trip. The next item would be first aid for injuries. Parachute silk would offer excellent protection from sunlight and heat buildup.

The life raft is a carryall for supplies (the moon's gravity permits heavy loads to be carried), as a shelter, and a possible stretcher for the injured. It also offers protection from micro-meteorite showers.

Flares cannot burn in a vacuum but they, as well as the pistols, cannot be shot. Flares and guns would therefore be excellent propulsive devices for flying over obstructions. The milk is heavy and relatively less valuable.

On the moon overheating is a problem and not cold. Thus the heating unit is useless.

The magnetic compass is useless without a map of the moon's field.

The box of matches is obviously the most useless item.

SITUATION ONE

The cold wind whipped their hair and stung their cheeks as Janice and Carol hurried across the school parking lot toward the mud-streaked school bus.

Janice grabbed a seat for them and said, "What a drag. I wish there were someplace to go. Something exciting to do."

Carol scooted in closer to Janice as the last students jostled for standing space in the crowded aisle. "Yeah, I wish I were on the beach in L.A. or rapping with some guys and chicks on the wharf in San Francisco."

"I didn't mean that far away or that kind of action. I just meant around here." Janice glanced out the dirt-blotched window and winced as she saw the litter-filled gutter. Her spirits dropped even lower as the bus swung past the A-1 Auto Junkyard, and her eyes swept over the ugly reminder of old age and decay for the hundredth time this year. "I can't leave here now," she said without looking back at Carol. "I have to finish school."

"You're so practical," Carol said. "I just want to get married and have a chance for some fun."

Janice laughed. "I'm not at all as practical as you think, but I can't see the advantage right now of trading three hours of homework for eight hours of housework every day. My dad really bugs me with his constant sermon of "Don't rush things, don't grow up before you have to," but I can't forget my Aunt Billie. She got married when she was a junior and had to drop out during her senior year to have a baby."

"Her husband, Dan, was in the army, and she couldn't go to his training camp with him. She stayed here and between looking after the baby and keeping their apartment, she worked as a waitress. He got home on leave a couple of times, and she got pregnant again. When his training was over he had to go to Viet Nam. She talked about going back to school but that ended when Dan was killed in a rocket attack. She's still a waitress and not too happy."

Carol looked a little puzzled and said, "I've seen her at the store a couple of times, and she looked okay to me. She has her own car and everything."

Janice looked down at her shoes and shrugged. "The car is eight years old. It needs tires and the radio doesn't work, but she can't afford to put any money into it except for gas."

"Doesn't she want to get married again?"

"Yes, and she's only 23, but she doesn't have a boyfriend. She doesn't make enough money to pay a babysitter, and she says she's too tired to go out anyway."

"What's she going to do?"

"She doesn't think there is much she can do now, but she told me, and she was crying when she said it, that she wished she had graduated. She said she could be making double the money doing something she wanted to do instead of working for tips."

Carol shivered, "That doesn't sound like much fun, does it?"

Janice cupped her hand thoughtfully under her chin. "No, and it makes me surer than ever that I want to finish. I've talked to my counselor twice since then about my program to get her assurance that I'm on the right track."

"I guess I should see mine too," Carol acknowledged. "I'm not sure about my schedule at all."

SITUATION TWO

Six of the kids were jammed into Bill's Camero parked at the drive-in and juggling shakes and hamburgers as each tried to make his point in the lively discussion. Bill, influenced perhaps by the thought of the payment due on his car, said, "I don't care much about what I work at just so it pays good."

From the rear seat, Bob, who had been hunting with Bill the week before and knew his aversion to handling the bloody rabbits they had shot, asked, "Does that include brain surgery?"

Bill looked at his hamburger and then laid it on the dash, "Okay, guy," he said, as he looked back over his shoulder, "I guess I mean whatever I work at will have to pay good, but there are some things I wouldn t want to do."

Gracie, whose father worked for the government and had talked to her many times about the security of his work, injected, "I don't think money is that important. All my dad talks about are his regular pay raises, his hospital insurance, and his retirement plan and it makes me a little sick. I don't remember his ever saying he liked his job."

A slice of pickle had just slid out of Bob's hamburger and fallen somewhere on the floor. He made a half-hearted search for it while he was saying, "Well, I think you have to have a little bit of everything in your work or it's no good. I want to be a mechanic when I graduate, but within a reasonable time, I want to be a service manager. If Gracie and I are going to have three kids, I better make enough money to pay rent and buy food and clothing for all of us."

Gracie blushed and then giggled, "I don't remember any conversation about three kids. Anyway, I want to work for awhile after I get out of school. I don't buy my dad's talk about security, but I like typing and office work and I think that would be fun. I know I said money wasn't everything, but I do want a good stereo and a car, and my folks won't help me with those."

Dick, whose plans to be a pharmacist meant going on to college, sat thoughtfully for a minute and then said, "I've always wanted to own a drugstore, soda fountain and all, but it will take a long time. By the time I'm ready to work, there may not be a place for the kind of small drugstore I was thinking about. Everything seems to be big chain stores now, and after talking to my counselor yesterday, I don't know whether it's mixing the medicine or the soda fountain that seems so attractive."

Diane, who wanted to be a teacher, said somewhat pensively, "At least you all are better off than I am. I've wanted to be an English teacher since I was ten years old, but my mother knows several teachers right now that can't find work. They've sent resumes as far as Texas and North Dakota but can't find a job. My counselor told me to come in next Monday and he would have some information on future job opportunities, like in five or six years. He said my test scores showed I might like nursing or social work, and those are expanding career fields."

Of all six, only Phil knew exactly what he would be doing the day he left school. "My granddad and my pop have spent fifty years building our plumbing business, and I'd be crazy not to keep it up. I've talked to dad about selling appliances in the shop also, and he said if we do that, one of us is going to have to learn to keep more complicated books than he does not. So I guess I may have to go to business school for awhile."

SITUATION THREE

Information for Instructor Concerning Discussion Situations

1. People work for different reasons. Some work to earn enough money to buy the things they will want and need as adults. Others, so that they will be doing what they like to do.

2. Although there are many people looking for jobs today, there are still many jobs that need people. Almost everyone has the ability to succeed in some kind of work, but it takes preparation to find out what particular kind of work is for you.

3. One of the first questions to ask yourself might be, What kind of person am I? Answering this means knowing your special skills, the courses you do well in high school, the kinds of work that interest you, what things about you people like and what things about you they dislike, how is your health, how do you look to others, your physical appearance.

4. Career planning means more than merely job hunting.

5. Some jobs are secured by applications, then a personal interview, and a mutual agreement about hours, benefits, salary, etc.

6. Others require the applicant to fill out forms, secure recommendations, arrange for interviews, take examinations, then wait for other applicants to do the same, and then wait for the decision as to which applicant gets the job. The following factors may influence who gets the job:
   a. prepares the best application form
   b. has had the most experience in the same or related jobs
   c. was the best groomed at the interview
   d. presented the best reason for wanting the job
   e. will work for less money
   f. has the most education
   g. has the best letter of reference
   h. knows the employer

7. All of the above factors may influence the employer's selection. As a prospective employee you should know what is important to your prospective employer.

Questions on Discussion Situations

1. How can you secure a full-time job?

2. Have you ever been interviewed for a job?

3. What kinds of things were most important to the employer?

4. Were they important to you also?

5. When you are an adult, what things do you think you will want?

SITUATION THREE

The men and women on the stage, all successful in their particular line of work, sat easily in their chairs and fielded the students' questions with assurance and candor. Although the questions had come rather slowly at first, the frankness of the answers soon prompted a continuous flow of probing and pointed queries.

Student: What are the first things I should know about working?

Mr. Adams (Part owner of a men's clothing store): Well, I think the first question I had was "Why work at all?" That seems a little silly to me now, but when I got out of school, it was the way I really felt.

I worked at odd jobs but just enough to earn spending money. I was still living on the farm with my dad and it was great. That is, it was great being out of school and having the time and money to do what I wanted. But after awhile, I found I wanted a little bit more. I met a girl, a very special girl, and I've found it necessary and desirable to work full time ever since to support my wife and family.

Student: Was it easy to find a job then?

Mr. Adams: Easier than it is now for someone without vocational or college training. There were all kinds of things that had to be done by hand, and if you were strong and willing, you could get paid for doing something. As you probably are finding out, machines are replacing people in many areas like some farming jobs, mining, road construction, and manufacturing, to name a few.

Student: Are you saying I won't be able to find a job?

Mr. Adams: Not at all, but . . . "

Mr. Wallace (Vice-President of the commercial bank): I hope you don't think I'm jumping in here too fast, but my bank just completed a study that may interest you. We sent questionnaires to most of the large companies and all of the employment agencies in the area, and came up with some fairly clearcut requirements.

There are and will be jobs available, but you must have the training to do them in a particular way. Let me mention, for example, ditch-digging--which used to be somewhere near the lower end of the desirable job scale. Today it is a very necessary task but it is rarely accomplished by the old pick and shovel method. Specialized ditching required for the burial of power cables, telephone lines, municipal sewage pipe, irrigation canals, building foundations, and road construction is being done by machines, and the men who run these machines must not only be able to operate them, but they must be able to keep them in good repair and be able to read the blueprint or plan for the job they are on.

This same concept applies to almost every career field, and what I am saying is this, you must seek good advice on the particular abilities that will be required at the time you will be entering the work force. You must then choose what you will enjoy doing and through training, master all the skills required to do it well.

Student: Is that all I have to do to prepare for full-time work?

Mrs. Conners (Employment Counselor): Finding out what jobs will be available is a major part of it, but there is more. You must look critically at the kind of person you are and ask yourself, how do I look to others, what do people like and dislike about me, how is my health, do I have any special talents or skills, what subjects am I doing best in, and is money available for the education I need or can I get it through a loan or part-time employment?

Student: I just can't get too excited about all this and I keep asking myself how important it is?

Mrs. Conners: In the end, it is a personal matter whether you think it's important or not, but when you consider the average worker spends approximately 100,000 hours on the job during his lifetime, the right decisions now can make a very big difference later on. Looking at it another way, if you work a forty-hour week, almost 25 percent of your time is spent earning your pay. You really should consider all the factors before deciding how you will use those hours.

Student: Okay, now when I've decided what I want to do and learned how to do it, will the school help me find a job?

Mr. Brainard (Lawyer): As a member of the school board, I can tell you we have talked about setting up a placement service for several years, but we have never found a satisfactory way of doing it nor is it legally a function of the educational system. Of course, we do have inquiries every year about promising graduates, but you should not think you can rely on this as a source of employment. The greatest number of our graduates who are looking for work find it on their own. It is a process of knowing what you want and going after it.

Student: But I don't know anybody that would hire me. What can I do?

Mr. Brainard: Each of us, and I am certain I speak for every person on the stage, has faced this problem and it is a rough one. It is easier to ask for work when you know someone who has a position open, but more often than not, you will be applying to someone you don't know or to a large company through its employment office.

The thing you can do is present yourself in the best possible light and convince the person you want to work for that you can be of value to him. You can do this in several ways and they include your personal appearance, having good references from your teachers and other employers, being able to demonstrate that you have mastered the skills required or have an aptitude for mastering them, convincing the employer that you need the job and will stick with it, and that you can contribute to the growth and prosperity of his business.

Decision Making Activities

Tell the class about an experience when you had to be on your own in making a decision.

Discuss the characteristics students like best in a teacher.

List five occupations and for each the job characteristics that most appeal to you. Example: Occupation--Shoe clerk Characteristic Liked: Opportunity to meet people

Same as above but characteristics that least appeal to you.

List ways in which junior high school is like a job. In what ways does going to school differ from going to work? What habits can be developed in school which will help on the job?

Decisions must be based on what you know about yourself.

Tests will give useful information about abilities and achievements
School grades
Extracurricular participation
Hobbies

Ambitions

What would you want to be honored or remembered for?

What appeals to you most--adventure, security, fame, service to others, or leadership?

Who are your heroes?

What grown-up would you like to resemble in terms of achievement or popularity and why?

List Some of Your Abilities

List activities you do well and indicate the kind of ability needed for each.

List school subjects in which you have been successful and indicate the kinds of ability needed for each.

List three important character traits and a vocational field in which each of the character traits would be useful. (Example: tact--medical services)

List your activities and two interests which each activity uses. (Example: Sing in church--musical, social service)

List school subjects you have enjoyed most in elementary school with interests which they use and jobs you think would make use of the school subject. (Example: Subject--reading, interest area--literary, occupation--teacher, psychologist)

Make a chartlisting an occupation, a hobby, and an activity in which elementary school subjects will help.

Example:

Subject	Occupation	Hobby	Activity
English	Printer	Reading	Storytelling
Arithmetic	Mechanic	Astronomy	Club Treasurer

Ask some of your adult friends which school subjects have been most important to them in their vocational life.

AN APPRAISAL OF MY ABILITIES

Consider each ability and check the degree to which you believe you possess it. You may use your Differential Aptitude Tests, Iowa Tests of Educational Development, and grades as guides in helping you to select your degree of ability.

	Below Average	Average	Above Average
1. Abstract			
2. Artistic			
3. Clerical			
4. Manual (hand and finger dexterity)			
5. Mechanical			
6. Musical			
7. Numerical			
8. Physical			
Strength			
Coordination			
9. Spatial			
10. Verbal			

AN APPRAISAL OF MY PERSONALITY

Consider each personality trait and check the degree you believe you possess. Use your eighth grade teachers' ratings of you as a guide.

	Below Average	Average	Above Average
1. Promptness			
2. Attendance			
3. Appearance			
4. Cooperation			
5. Initiative			
6. Judgment and Common Sense			
7. Leadership			
8. Personality			
9. Reliability			
10. Emotions			

Interests

Rate yourself for each of the following interest areas. In arriving at a rating, try to consider where you would stand in a group of 100 students of your own age or grade level ranged from very low to very high. Indicate your position with an "S". The left end of the line is "very low," the right end "very high." "Highs" and "lows" may be significant when planning your future.

'VL' 'L' 'A' 'H' 'VH'

a. Outdoor:
Activities carried on outdoors, most of the time ______________________________

b. Skilled Mechanical:
Activities which involve: understanding of skill in using tools and machines; studying "shop" subjects, reading in the mechanical field, designing mechanical objects. ______________________________

c. Computational (Numerical)
Activities which involve working with numbers, dealing with mathematical symbols and logic. ______________________________

d. Scientific:
Activities concerned with discovering new facts; experimenting; studying chemistry, physics, biology and related subjects; reading and understanding scientific discoveries ______________________________

e. Persuasive:
Activities having to do with getting along well with others, particularly in the field of business; influencing others to buy something or accept some idea. ______________________________

f. Artistic:
Activities having to do with sketching; painting, modeling, doing creative work with hands; appreciating artistic works of others. ______________________________

g. Literary:
Activities which involve reading, writing, story telling, reporting. ______________________________

h. Musical:
Activities related to: singing, playing an instrument; composing music; listening to music; appreciating the musical works of others. ______________________________

i. Social Service:
Activities which have to do with helping sick and needy people and those with personal problems, rendering special services to society. ______________________________

j. Activities which involve careful checking; making records; filing; typing; preparing communications; doing office work requiring precision and accuracy ______________________________

PAPER ON EXPLORING INTERESTS, APTITUDES, AND OCCUPATIONS

- What am I?
  - How I See Myself
  - How My Family Sees Me
  - How My Friends See Me
  - My Likes & Dislikes
  - Beliefs Which Guide My Actions
- Exploring My Interests
- What I Want My Life To Be
- Evaluating My Abilities
  - The Ability to Communicate
  - The Ability to Understand Other People's Emotions
  - The Ability to be Creative
- Do My Interests Match My Abilities?
- What Do I Expect to Be?
- Careers Which Interest Me
- Choosing a Career
- Challenges Confronting Me

CAREER EXPLORATION--GRADE 9

I Outline of Ninth Grade Activities

A S R A Achievement Tests Counselors interpret to students in small group situation

B Differential Aptitude Tests. Counselors and teachers administer.

C Alameda Career Day
1 Counselors plan, schedule, etc
2 Use Minnesota plan for added emphasis in areas not emphasized in the past

D Field trips and speakers
1 Counselors assist and coordinate field trips to business and industry when requested
2 Counselors obtain speakers when requested

E Related Occupational Information
1 Counselors present information to students whenever the opportunity arises
a Filmstrips
b Occupational kits
c Individual counseling
d Group counseling

F Registration for high school
1 Counselors indicate to students the relevancy between interests, self, and career clusters and high school subjects
2 Counselors counsel with students concerning choices and consequences

G Individual Occupational Files
1 Counselors present each student with a file folder
2 Students place all materials concerning self and career choices in Individual Occupational File
3 Students will have access to their file at any time
a to use for own information
b to use for a class project
c to add information to
d to aid making choices
4 Student's file will be kept in the Occupational File Cabinet in the counseling area

II Learning Activities

The student will:

A Select his two highest interest areas according to his Kuder Profile and an additional interest area based on his own selection not related to the Kuder Survey

B. Select three careers within each of the three indicated interest areas.

C. Complete the occupational checklist by use of the occupational selector guide

D. Read SRA Occupational Briefs concerning the nine careers selected and write a brief summary of each career.

E. Petition to enter the cluster group of his choice by explaining the rationale of this choice.

F. Participate in the simulated work experience in each of the ten interest areas.

G. Students complete three occupational interviews.

H. Students may complete research paper, "You the Worker in a Changing World."

I. Students may complete individual learning project by exploring interests, aptitudes, and occupations.

III. Additional Materials Available

A. Classification of Occupations according to major interests

B. SRA Career Selector (OEK Checklist) See CRIB

C. SRA Occupational-Exploration Kit

D. SRA Career Information Kit

E. Occupational Outlook Handbook COSSA

F. Job Guide for Young Workers COSSA

G. A Look at the Job Market in Idaho COSSA

H. SRA Widening Occupational Roles Kit

I. SRA Handbook of Job Facts COSSA

J. SRA Job Family Series COSSA

K. Dictionary of Occupational Titles (DOT) (U.S. Department of Labor, Vol. I-II) See CRIB

L. SRA Job Experience Kit COSSA

M. Minnesota Plan, Richfield Senior High, Richfield, Minnesota

GUIDE FOR INTERVIEW OF AN OCCUPATION

Occupation

Employee

Interviewer

Introduction--Interesting facts about services provided by workers in this occupation.

Nature of Work--Be sure to state as clearly as possible just what the worker does.

Qualifications Needed

- Physical Requirements
- Intellectual Requirements
- Special Aptitudes, Interests, Abilities, and Skills Needed
- General

On-the-job Training

Working Conditions

Benefits

Advantages

Disadvantages

YOU THE WORKER IN A CHANGING WORLD

- Research Paper
- Personal Appraisal (Evaluation of Myself)
  - Interests
  - Standardized Measurements
  - Subjective Evaluation
  - Hobbies
  - Social Adjustment
  - Physical, Psychological, Religious, Social Adjustment
- Opportunities Open to Me
  - Career Choice in a Changing World
    - Preparing for the Jobs of the 70's
    - Choosing a Career is Choosing a Way of Life
  - Exploring Careers
    - Investigate Three Careers
    - Select One Career for Further Study
    - Detailed Study of Selected Career
- Cost of Education or Special Training
- On My Own
  - Seeking Employment
  - Job Interview
  - Employment
- Challenges Confronting Me

PAPER

EXPLORING INTERESTS, APTITUDES, AND OCCUPATIONS

My Profile

- The unique me
- Background
- Likes and dislikes
- Strengths and Weaknesses
- Extra-Curricular Activities
- Service to school, church, and community
- Hobbies
- Philosophy of life (beliefs which guide my actions)

Exploring My Interests

- Evaluation of the Kuder Interest Inventory
- Importance of interests
- Interests and School
- Interests and leisure time
- Interests and selection of a career

Evaluating My Abilities

- Self evaluation
- Teacher evaluation
- Standardized test results
  - Achievement tests
  - Aptitude tests
  - Creative ability
  - Special talents
    - art
    - music
    - drama
    - writing
    - physical skills
- Do my interests match my abilities?
  - What are my goals?
  - Are my goals realistic?
  - Am I making the most of my abilities?

Choosing a Career

- How to choose a career
- College, or trade and technical training
- Occupational outlook
- Choosing a career is choosing a way of life

Careers Which Interest Me

- Brief resume of at least three careers
- Reasons for interest in these careers

Investigation of a Career

- One selected career
- Use investigation form
- Information available in guidance room

Interview of a worker (optional--bonus)

- Learn techniques of interviewing
- Use prepared form
- Use an interview sheet to prepare a career monograph

Challenges Confronting Me

- What do I expect from life?
- My role in a complex, technological, ever-changing world

Except for group discussions, this assignment becomes an individualized learning project with each student doing research and writing on the seven assigned topics. In addition to seven grades on content, an overall grade will be given for originality of thought and mechanics of writing. Work must be completed by Monday, March 2. During the week of March 2, students in typing will prepare the final copies of the unit. This unit will consist of one-third of your English grade for this nine week grading period. You will also be given a grade in typing. The typing of the manuscript will be a major grade for the nine weeks.

HEALTH AND LIFE SCIENCE

Who Helps Promote and Protect Public Health?

I. Practices of American Red Cross and Occupations Related to Red Cross

A. Objectives
1. Each student will be able to list five areas in which the American Red Cross promoted public health.
2. Each student will be able to list five occupations associated with the services performed by the American Red Cross.
3. Each student will be able to relate to the procedure for donating blood.

B. Resources
1. Health and Growth, textbook.
2. Guest speaker for the American Red Cross Volunteers.
3. Filmstrip: Job Opportunities in a Hospital.

C. Procedure
1. After reading the section in the text about local health agencies, the filmstrip on occupations in the hospital will be shown.
2. A guest speaker from the American Red Cross will come in to speak about the roles and occupations associated with this agency.
3. Arrangements will be made to have the teacher donate blood to the American Red Cross in class, as the guest speaks about the areas of community involvement supplied by this agency.

II. Occupations, Practices, and Procedures for Combating Communicable Disease Epidemics in the Community

A. Objectives
1. Given a hypothetical epidemic situation, the students will be able to list the proper sequence of procedure administered by the Department of Public Health.
2. Students will become familiar with the treatment and symptoms of twelve major communicable diseases, and be able to describe the programs that communities, agencies, and schools now use to confront the drug abuse problem.

B. Resources
1. Visitors from the Department of Public Health, including the school nurse.
2. Filmstrip: The Drug Threat: Your Community's Response
3. Health textbook: Health and Growth

C. Procedure
1. After studying the health text chapter on communicable disease, and seeing the filmstrip, students will be assigned a brief paper asking them to relate the two.

2. Visitors from the local Department of Health and the school nurse will further offer similarities and comment on community response to community threats.
3. During a review session, occupations and agencies brought out by either the filmstrip, text, or lecture will be listed, and students will be assigned to each for investigation and reports from the CRIB.
4. Then, given a hypothetical situation, each student will be appointed an occupation or responsibility, and the entire class will be allowed to role play an epidemic.

III. Local Public Health, Medical Treatment for Venereal Disease

A. Objectives

1. Students will be able to list the major symptoms relating to both gonorrhea and syphilis.
2. Students will become familiar with the assistance offered by the Department of Public Health.

B. Resources

1. Personnel from the local Department of Public Health
2. Filmstrip: Venereal Disease: Who, Me?
3. Health textbook: Health and Growth

C. Procedure

1. As an opening motivational experience, several posters and slogans against venereal disease will be shown, and students will be asked to design some of their own to be posted in the classroom.
2. The filmstrip will be shown and the students will refer to the information on syphilis and gonorrhea supplied by the text.
3. The discussions to follow will be supplemented with several movies available from Idaho State University.
4. Speakers from the Department of Public Health will be invited to relate current figures on the epidemic proportions of venereal disease, case studies and procedures used by our local departments for its treatment. Students should be introduced to the different occupations they will encounter at the Department of Public Health and be informed as to what help each can offer, and their principal duties.

IV. Hands On Activities

A. Basic Blook Typing Kit, 78-1, 50 students

An understanding of ABO grouping is basic to the study of blood. From samples supplied, students will determine blood type, and be confronted with the factors of agglutination. With a counting chamber supplied by loan from ISU, students will be able to use this kit to perform both red and white blood counts.

B. Rh Blood Typing Kit, 78-2, 50 students

This kit is a natural complement to basic blood typing. From samples supplied, students will be able to determine Rh factor and to observe the physiological basis for Rh incompatibility. Background information is also provided with methods of correcting Rh incompatibility in newborn infants.

C. Food Analysis Kit, 78-4, 10 students
This kit allows students to test food samples for the presence of fat, protein, starch, sugar, and Vitamin C. Each kit is sufficient for testing 100 unknowns for each of the mentioned materials. With the use of microscopes, students will become familiar with materials and techniques for both micro and macroscopic study.

D. Introduction to Biochemistry Kit No. 2, 78-27
This kit is designed to acquaint students with the types of techniques utilized in the detection and analysis of living matter. By confronting students with unknown samples to test, each will be able to study the Ph of foods, determine the presence of ascorbic and amino acids, and observe the effects of enzymes on starches, sugars, and proteins. This kit can be used with the food analysis kit to introduce students to measuring volumetrically, accurate measurement of sample size, and chromatography techniques. By the loan of a centrifuse from the science department, students can utilize this kit for urine analysis.

E. Water Pollution Kit, 78-127, 50 students
This kit allows the student to be introduced to one of the most vital problems confronting modern man, related to the health department. By means of simple tests, students will identify the presence of low concentrations of many common water pollutants. Samples supplied can be tested for ammonia, chlorine, chromium, copper, cyanide, iron, nitrates, phosphates, silica, Ph, and sulfides. This kit will be used in conjunction with water treatment studies, studies of communicable diseases related with water pollution, and practices of the public health agencies to "contain" epidemics in areas close to polluted water sites.

F. Biology and Chemistry of Soil, 78-132, 50 students
Students utilize simple techniques and staining procedures to test and examine soil samples for the type and variety of micro-organisms. Although soil samples are usually tested through the Department of Agriculture, they can be forwarded to the Department of Health when such samples are suspected of containing harmful microbes. Acidity and basidity can be tested, as well as predicted lime requirements. Using agar solutions and an incubator, this kit can be used as an introduction to bacteriology.

G. Hyproponics Experiment Kit, 78-128
This kit acquaints students with another facet of the laboratories operated by the Health Department, plant research. Plants actually grown by the students are studied to determine the effects of too little or too much aeration, warmth and variations of basic nutrients. All plants are grown hydroponically in water without soil, so root systems and plant development can be readily observed. Students will attempt to grow healthier, faster-growing vegetables from the effects of the many nutrients supplied.

H. Mercury Pollution Test, 68-451, 30 students
This kit allows for up to 600 tests for the presence of mercury and mercury ions virtually anywhere in the environment. It involves a simple qualitative and semi-quantitative spot color test and can be used on human tissues, food substances, in water, and in aquatic life.

I. Pan Ph Indicator Stripes, Nitrazine Testing Paper, Litmus Paper (blue-red), 12 beakers, 24 test tubes (10 x 75), 24 test tubes (16 x 150)

HOME ECONOMICS

Child Care Services

Overall Objective

The first part of this unit of study has been developed to help the individual student become aware of her attitudes toward work; to introduce her to the home economics careers cluster, its levels and fields; and to explore a career suited to her own interests and abilities. This should help the student grow in independence and the ability to consider alternatives before making choices. This segment of the unit will take approximately one week.

The second part of this unit will be a three-four week investigation into child care services. The writer has found teenage "babysitters" to be a greatly exploited work force and many girls reflect this in a negative attitude toward children and to performance when on a child care job. In an attempt to change this attitude about work and about children, as well as to give opportunity for exploration into a home economics related field that girls may actually enter at their present age, the main emphasis in this part of the unit will be on the work of nursery school or day care aides.

Rationale

"Home Economics curriculums, if effective, relate closely to the students they serve and the society for which those students are being prepared."[1] Because of the increasing numbers of women entering the labor market, Consumer and Home Economics courses should prepare the student for the dual role of homemaker and wage earner. For this same reason there is an expanded need for services in home economics related careers. In the ninth grade, it is appropriate that students be given the opportunity to participate in exploratory experiences.

Pre-Test--Appendix 1

Behavioral Objective #1--The learner should be able to identify at least three of her attitudes about work and a career and to describe how these attitudes might affect her future.

Learning Experiences:

1. Individualized program, "The Future is Yours, What Will it Be?" (Appendix B)
2. Each girl interview at least three women who work away from home.
3. Find pictures or articles concerning working women, particularly in non-traditional fields.
4. Class discussions.
5. Place individualized program and interview notes in Career Exploration Packet.

Behavioral Objective #3 -- The learner should be able to establish a relationship between her school work habits and study skills to later success in the world of work.

Learning Experiences:

1. Each girl will make a list of things that she thinks employers are interested in when they hire people and another list of the things that she thinks might make it easier to keep a job.
2. Use buzz groups and then class concensus to make up a questionnaire which can be used to interview employers to determine the things they are looking for when hiring people and in evaluating their employees' work.
3. Each girl interview at least one employer. Compile results and discuss.
4. Observe the clothing and appearance of at least three workers in different kinds of jobs. Report to class.
5. Each girl fill out chart WHO AM I? to help her discover her interests and abilities (Appendix C)
6. Discuss the variety of skills that could add to a person's general strengths to make her more employable. These could be both attitudinal things as well as skills. What high school courses would help develop these assets?
7. Share experiences in volunteer work such as Candy Striping, Torch, etc.
8. Each girl fill in WHAT'S IN YOUR FUTURE. (Appendix D)
9. Each girl will compare herself (WHO AM I?) to the list as compiled from employers and make a short written statement of things she might like to change about herself to make her more employable.
10. Place all papers in Career Exploration Packet.

Behavioral Objective #4 -- The learner will be able to describe at least four careers at each of four educational levels that are related to the fields of home economics.

Behavioral Objective #5 -- The learner will demonstrate a knowledge of the decision-making process by selecting one career choice from the home economics cluster, research it and evaluate it in relationship to her aptitudes and abilities.

Sub-objective: Should be able to state the qualifications and personality traits needed for performance of job; at least one desirable and one undesirable aspect of job; training; salary expectations; working conditions.

Behavioral Objective #6 -- The learner will evaluate her own abilities, likes, needs, and personality in terms of the needs of the one specific career she selected.

Learning Experiences:

1. List as many jobs as possible that are related to home economics.
2. View filmstrip, "Jobs For You: It's happening in Home Economics" (Guidance Associates)
3. Add jobs to list as found in classroom file.
4. Research in CRIB
5. Interview at least one worker in a home economics related job. Use interview and observation form. (Appendix E)
6. Game--WHAT'S MY LINE
7. Participate in making four bulletin board trees representing four educational levels; branches depicting various fields in home economics.
8. Short discussion of decision-making process.

9. Bulletin board, IT'S YOUR FUTURE -- WILL YOU DROP IN OR SELECT IN? (Appendix F)
10. Each girl select and research one career choice within the cluster. Use CRIB. Make up a Career-O-Gram about this career which will include its name, training required, aptitudes, tools and equipment used, and any other possible details.
11. Reproduce Career-O-Grams and make available to other students.
12. Place all papers in Career Exploration Packet.
13. Post Test.

Behavioral Objective #7 -- Following a trip to the ISU Nursery School and/or private day care center, the learner should be able to describe the duties, training, skills, personality, characteristics, salary and other benefits of a head nursery school teacher, para-professional or aide.

Learning Experiences:

1. Field trip to ISU Nursery School
2. Small groups to visit private day care centers or Head Start class (Appendix G)
3. Record observations (Appendix H)
4. Write thank you letters.

Behavioral Objective #8 -- The learner should be able to guide the activities of children well enough to keep a small group of pre-school children happy and safe for at least one hour.

Sub-objectives -- The learner should
1. be able to select at least three creative activities suitable for pre-school children.
2. be able to select, tell or read a story to pre-school children well enough to hold their attention for a ten-minute period.
3. be able to teach at least one simple game in terms that four and five-year-old children will be able to play.
4. recognize and demonstrate at least three appropriate verbal and non-verbal behaviors when working with developing children.
5. demonstrate knowledge of at least five out of ten specified general developmental patterns of normal children.

Learning Experiences:

1. Pre-test
2. Resource people come to class--college girls who are majoring in child development.
3. Participate in collecting a box of creativity objects. Evaluate the various items.
4. Research--values to children of books and stories, kinds of books for different age children, toys and games, general developmental patterns.
5. Class compile a simple criteria check sheet to evaluate children's books.
6. Collect a borrowed library of children's books.
7. Field trip to children's room of public library (could be done on individual basis).
8. Each girl select at least one book and evaluate it. (Appendix I) Read or tell the story to a child. Report his reactions.

9. Each girl do one of the following:
   a. Observe and assist (if allowed to do so) for at least three hours in a nursery or kindergarten.
   b. Observe and assist for at least three hours in a Sunday School class for young children.
   c. Organize a small group (3 to 4 children) in the neighborhood for stories, games, or other activities for a total of three hours.
   d. Observe shoppers with small children in supermarkets. Make at least ten anecdotal reports.
10. Every student will help plan and participate in an at-school simulated play school for two to four days.
11. Post-test
12. Student evaluation. (Appendix J)

Plan

A. Events
   1. Field trips
      a. Public library -- two hours
      b. ISU Nursery School -- two hours
      c. Private day care centers -- two to three hours
   2. Play school--two class periods for each section involved

B. Arrangements
   1. Permission slips (Appendix K)
   2. Bus requisition if needed
   3. Arrange for drivers of private cars, if used
   4. Insurance statement from drivers of private cars
   5. Conference with people who will be involved at library and nursery schools and day care centers
   6. Substitute teacher
   7. Thank you letters from students and teacher

Resource People

Children's librarian
Senior Home Economics students (ISU)
Head nursery school teacher (ISU)
Workers in private day care centers
Head Start teachers

Resource Materials

JOBS FOR YOU: It's Happening in Home Economics, Guidance Associates, Pleasantville, N.Y. (Filmstrip with record--$19.50)
BABYSITTING: The Job--The Kids, Guidance Associates, Pleasantville, N.Y. (two filmstrips with records--$35.00)
HOW AN AVERAGE CHILD BEHAVES, Ages 1-5 (five filmstrips with records--$39.00) Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017
TOYS (puzzles, blocks)

Evaluation

1. Student and teacher evaluation forms

2. Informal class discussions. Concensus:

    Play school--very enjoyable, some changed attitudes about children.
    More time needed
    Too many girls working with children at a time
    Too many girls observing

    Knowledge of children

    Varied methods utilized made learning more interesting and meaningful
    Didn't enjoy the minimum amount of time spent in research in texts but felt it was necessary

    Careers in general

    Enjoyed CRIB
    Some pamphlets out of date
    Some overlap with other classes (awareness, decision making)
    Expanded knowledge of careers in home economics

Hands On Project

Play School

PRE TEST AND POST TEST

1. Make a list of adjectives that help explain what you think or how you feel about work.

2. List the personal characteristics that you think would help a person hold a job.

3. List the points of personal grooming that you think are necessary to get and help you keep a job.

4. Describe one of your work or study habits that might make it easier for you to hold a job.

5. Describe one of your work or study habits that might make it difficult for you to hold a job.

6. List as many careers as you can that you think are related to homemaking and home economics
   a. Less than high school

   b. High school diploma

   c. vocational-technical training

   d. college degree

APPENDIX B

THE FUTURE IS YOURS--WHAT WILL IT BE?

MARRIAGE? JOB? BOTH?

Even if you get married, most of you will be working at an away-from-home job at least 25 years of your life. That adds up to a whole lot of hours of work.

This booklet will help you analyze what your attitudes are about jobs and work. There are no right or wrong answers and you will not be graded on them. So relax, tell it as it is, and maybe you will find out some things about yourself.

First, make a list of the careers that you think you might be interested in.

For what reasons do you think that women work away from home?

There are probably many women in your neighborhood who are working. Talk to at least three of them (maybe your own mother could be one) and try to find out their reasons for working away from home. Tell them that we are making a study of careers. Make notes of what they say. Maybe you can even find out how they feel about their jobs and how working has affected their lives.

Tear a strip of paper into six strips and on each one write your own six most important or outstanding feelings or attitudes about work.

Now rank your six pieces of paper with the most important at the top of the pile.

Write these six things on a sheet of paper and hand it in without putting your name on it. Later we will compile a list of attitudes about work so that you can know how the other girls feel.

On the ladder at the right, place an "X" where you think you are now in terms of your career. Place an "O" where you see yourself in five years

How do you plan to achieve the "O" position on the ladder?

How would you earn your way to the top of the ladder?

Fill out the fake paycheck that is below. Date it five years from now. Make it for the amount of money you expect to be earning weekly.

Date__________________No.____

Pay to the
Order of____$_______

____Dollars

____
Treasurer, XYZ Company

What do you think you might be doing to earn this money?

On the other side of this sheet make a short weekly budget of how you think this money will be used

Carolyn Jones loves children and would like to work as a nursery school aide. Mrs. Jones wants Carolyn to become a beautician and is willing to pay the tuition for her to attend a beauty school. Mr. Jones thinks teaching is a great profession because his mother was a teacher. What things do you think Carolyn should consider about each of those career ideas before making a choice?

Nursery School Aide	Beautician	Teacher

Pretend that you are a (circle one) Motel maid Secretary Waitress
Nurse Store clerk Taxi driver

You work from 9 a.m. until 5 p.m. Write an hour by hour log of your working day.

Describe how you think you would feel when you arrived home at 5:15 p.m.

How do you think this job might affect your life?

APPENDIX C

WHO AM I?

DIRECTIONS. Numbers 1, 2, and 3 will be used to determine how you measure up. THIS WILL NOT BE GRADED OR EVEN COLLECTED. Just look into the mirror and answer #1 if very good, #2 if good, or #3 if fair. Now let's find out your strong and weak points.

PART A: PHYSICAL CHARACTERISTICS

1. Physical stamina ____
2. Strength ____
3. Manual skills in general ____
4. Health ____

PART B: MENTAL CHARACTERISTICS

1. Concentration ____
2. Persistence ____
3. Memory for faces ____
4. Memory for numbers ____
5. Memory for general facts ____
6. Memory for visual things ____
7. Imagination or creativity ____
8. Logic or reasoning powers ____

PART C: VALUES, FEELINGS, PERSONALITY

1. Would you go into a job just because your family wanted you to? (yes, no) ____
2. Is money important to you? ____
3. Is prestige important to you? (yes, no) ____
4. Do you have patience? ____
5. Do you have self-control? ____
6. Can you tolerate frustration? ____
7. Do you get along with your own age group? ____

9. Do you relate with older people well? ____
10. Do you think you answered all of the above honestly? ____
11. Do you enjoy studying? ____
12. Are you often absent from school? ____

Make a short notation of your strong points and your weak points in the space below.

Make a general statement about yourself here.

APPENDIX D

WHAT'S IN YOUR FUTURE?

Think of five jobs related to your interests and talents that you could work at:

While you are in high school

1.
2.
3.
4.
5.

Right after high school with a high school diploma

1.
2.
3.
4.
5.

With one or two years' training after high school

1.
2.
3.
4.
5.

With a college degree

1.
2.
3.
4.
5.

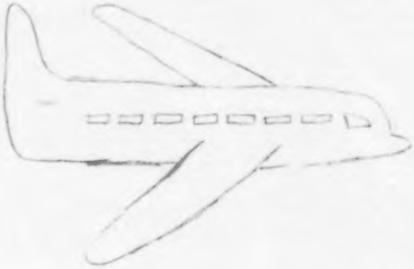
APPENDIX F

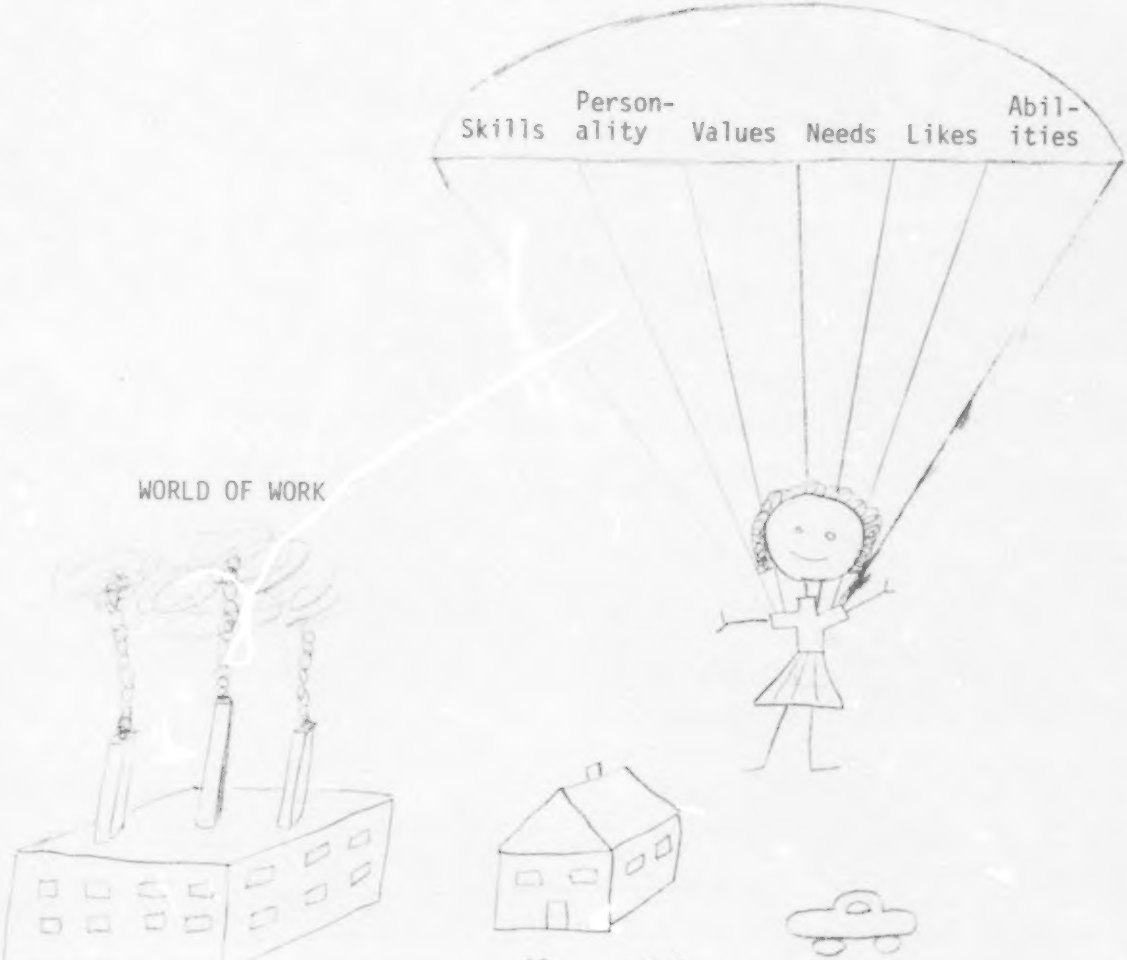
BULLETIN BOARD

IT'S YOUR FUTURE

WILL YOU

FALL IN OR SELECT IN




Skills
Personality
Values
Needs
Likes
Abilities
WORLD OF WORK

APPENDIX G

Dear

This is to introduce ______________________________, who is a member of a home economics class at Alameda Junior High. This experience with Head Start is a part of a unit on child care and the career opportunities in child care services. Before _________________ leaves your room this morning would you please check the appropriate blanks concerning her involvement and return this note to her. Thank you very much for your assistance.

Sincerely,

Home Economics Teacher

This student:

_____ Observed most of the time, assisted very little
_____ Assisted when asked
_____ Volunteered assistance
_____ Because involved with the children quickly
_____ Showed interest in children
_____ Un-involved, acted bored

____
Signed: Head Start Teacher

APPENDIX H

OBSERVATION REPORT

NAME____________________________________

PLACE OF OBSERVATION______________________

Record examples:

1 Parallel play

2 Cooperative play

3. Taking turns

4 Re-direction

5 A problem situation--what was the problem, how was it handled, what would be other ways of handling this problem?

6. What did the children select to do during free play time?

7 What "negative" words did you hear any of the teachers use? What was the situation?

8 What positive words did you hear the teachers use?

9 What ways did the teachers show affection and approval?
   a facial expressions
   b body gestures
   c general ways (listening, ignoring, watching, waiting, helping, etc)

10 What things do you think children learn from participating in this kind of a situation?

APPENDIX I

Name________________________

1. Name of book____

2. Author____

3. Read the book and write a short synopsis

4. What, if anything, in this book might frighten a pre-school child?

5. What, if anything, in this story would be familiar to most pre-school children?

6. What, if anything, in this story would appeal to a child's imagination?

7. What things might a child learn from this book?

8. Evaluate the pictures

APPENDIX J

EVALUATION OF CHILD CARE STUDY AND PLAYSCHOOL

Part I -- Put your name on the answers to this part of the evaluation The thoughtfulness of your answers will be reflected in your grade

1. Make a log or diary for each day of the playschool (Mon , Tues, Wed , Thurs.) Tell in detail what you did to prepare activities and about your interactions and involvement with the children
2. How could you have improved your part in the playschool activities or involved yourself more with the children? Be specific
3. What things did you see other girls do or say that were particularly effective in working with the children or showed affection and understanding of them?
4. What things did you see other girls do or say that you think had a negative influence on the children?
5. Give examples that you saw or heard of
   a re-direction
   b parallel play
   c. cooperative play
6. What evidences did you see that showed very clearly that some of the children were younger than others?
7. Based on your activities and involvement, what grade do you think you have earned for the playschool experience?

Part II -- You need not put your name on this paper unless you wish to do so

1. What were the values to you of the Head Start field trip?
2. What things did you think we did well during the entire playschool project?
3. In what ways could the play school project be improved?
4. What do you think are the values of a playschool project?
5. What personal characteristics do you think are needed by a person who has a job working with pre-school children?
6. What were your feelings as you played with the children?
7. If you were an aide in a playschool that held two 2-hour sessions daily, how do you think you would feel at the end of four days?

   How do you think you would feel at the end of four months?
8. During our study of children we have used books, filmstrips and records, field trips and actual work with children in a playschool situation What other activities could have been included that would have helped you better understand children?

Part III -- Survey for Mr Burkhart

APPENDIX K

Alameda Junior High
March 11, 1974

Dear Parent,

As a part of a study of child care some of the home economics classes at Alameda Junior High are conducting a four session playschool for pre-school children. We invite   to attend on Monday, Tuesday, Wednesday, and Thursday (March 18, 19, 20, 21) from   to   each day. Please dress your child in playclothes as paints, clay, and other rather "messy" activities will be available.

To assist us in planning, would you please fill out the blanks below and return the lower portion of this letter with the girl who brought it to you.

We sincerely hope your child can participate in this learning activity.

Sincerely,

Home Economics Teacher

* *

Name of child________________________________ Age__________

Your telephone number ____________________

Special health problems or food allergies (we will have snack time each day and we might do a little simple cooking):

I will be able to bring my child to Alameda Junior High at __________ and pick him/her up at ________ on March 18, 19, 20, and 21   Yes   No

____
Parent's signature

INDUSTRIAL ARTS

Rationale

This unit will give students the opportunity to become acquainted with various occupations related to the industrial arts area of study in junior high school. Students will thus be better able to relate the subjects they are studying to the world outside the classroom. Additional guidance in pursuing a career will be made available if a student decides that he wants to choose an occupation from the job clusters explored in the unit.

Overall Objectives

1. Assist students in becoming aware of their interests, values, and abilities as they relate to careers in industrial arts.
2. By using decision-making processes, assist students in making sound decisions regarding their choice of career exploration within the industrial arts cluster.
3. Make students aware of the many career possibilities within the industrial arts cluster.
4. Give students an opportunity to experience a realistic work experience in at least two occupational areas of industrial arts.

Specific Performance Objectives

1. Each student will write a research paper describing at least three occupations given in the industrial arts cluster groups which are of interest to him.
2. All students will participate in at least one field trip and report to the class the things which interested them.
3. Each student will interview a worker and hand in a completed field interview form.
4. Each student will also be able to correctly perform all job tasks in two areas of simulated work experience assigned by the instructor.

Unit Overview

1. Individual study at the school media center to obtain career information and write a research paper describing three occupations that interest the student.
2. Guest speakers and field trips to enable students to interview employees and employers and complete a field interview form.

3. Simulated work experience in two occupational areas giving students an opportunity to perform actual work done in the various jobs.

Learning Experiences

Time	Nature of Experience
3 days	Introduction to Unit--The World of Work and Industrial Arts cluster handout Film--"Dropping Out--Road to Nowhere." Career Awareness Test Research paper describing three occupations in the industrial arts cluster handout. The paper should include the following: 1. Nature of the work performed 2. Educational requirements and how they can be obtained 3. Salary or payscale 4. Future of the industry or occupation
1 day	Hand out job interview forms Guest speakers or field trip Interview a worker at home and complete the form The guest speaker will discuss the following: 1. How he became interested in his particular job 2. How he obtained his training or met the educational requirements 3. The personal characteristics his employer expects in a person he employs
8 days	Simulated work experience in three occupational areas A job description introduction and all necessary information will be given by the instructor before students start each area. (See text list.) 1. Small engines repair--correctly replace a spark plug or perform other necessary maintenance on a small gasoline engine. If possible, have students bring their own small engines to class to work on. 2. Electricity--install a light and switch on a house wiring demonstration panel. Use a simple voltage tester and check the circuit. Other wiring operations can be completed also if time allows. 3. Complete career awareness and evaluation tests to complete unit.

Materials List

Forms: Parent permission slip for field trips
Job interview form
Industrial Arts Related Career List

Tests: Pre and Post tests for each major unit division
Career awareness test for beginning and end of unit

Films: "Dropping Out: Road to Nowhere"

Books: General Shop and Wards Housewiring Pamphlet

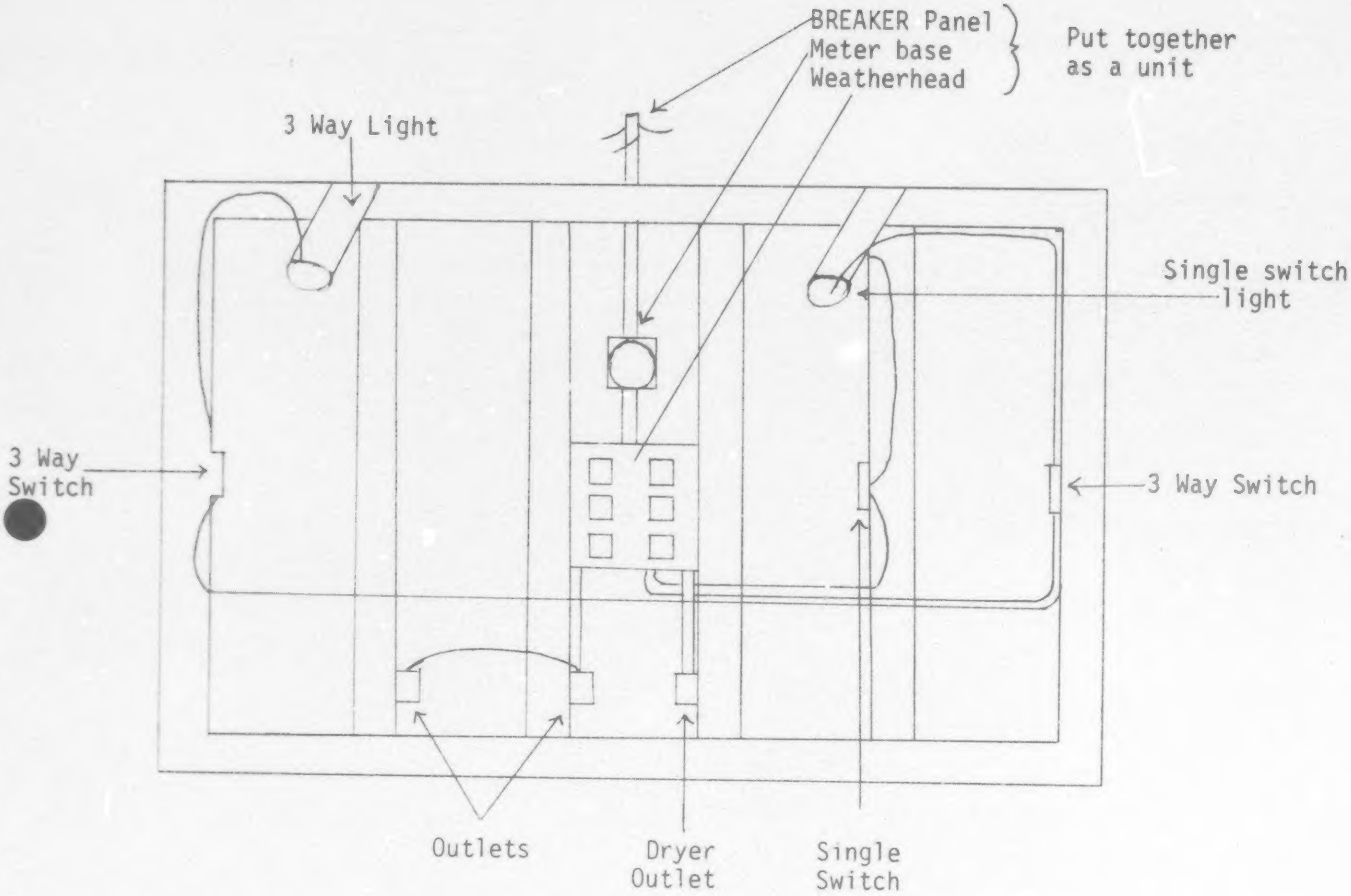
Equipment

Number	Item Description
3	Briggs and Stratton engine 3 to 5 HP
1	Spark plug gapping gauge
1	Spark plug wrench
1	3" Socket Set
10 ft	14-2 Romex Cable with ground
5	Utility switch box
1	1¼" Pipe Nipple
1	Light switch
3	4" Octagon boxes
2	3-way light switches
20'	14-3 Romex Cable with ground
20'	Solderless connectors--#74B or type for joining 3 number 12 wires
3	Light base
3	Plastic switch wall plates
2	Neon voltage testers
8	8 foot 2 x 4 fir studs
2 pounds	Number 16 box nails
20'	12-2 Romex cable with ground
2	Outlet with ground (Recepticle)
1	Dryer outlet
10'	10-3 Romex cable with ground
1	100 Amp Breaker Panel
1	Dual 100 Amp Breakers
1	20 Amp Breaker
1	Meter Base
1	10' 1¼" conduit
1	1¼" Weatherhead
20'	Number 2 copper wire
1	1¼" Conduit connector

Budget

The approximate budget cost for the industrial arts unit would be $500.00

INDUSTRIAL ARTS HOUSEWIRING
DEMONSTRATION PANEL


BREAKER Panel
Meter base
Weatherhead
Put together as a unit
3 Way Light
Single switch light
3 Way Switch
3 Way Switch
Outlets
Dryer Outlet
Single Switch

Standard 8' 2 x 4's used spaced 16" apart - legs and braces can be added as needed.

APPLIED MATHEMATICS

Interior Decoration

APPLIED MATHEMATICS

Interior Decoration

I. Overall Objectives

The objective of this unit is to have the students decorate a room of their choice. They must decide what changes are to be made, pick out the materials, and keep their plans within a specified amount of money. In completing this project, the student will become aware of the many occupations needed to complete their plans. When the student has completed their final plans, each will purchase their supplies from a mock store.

II. Rationale

A person needs to start at an early age realizing that there is a wide variety of job opportunities involving the math he has learned in the classroom. He must develop a positive attitude towards the world of work.

III. Specific Behavioral Objectives

A. Each ninth grade student of applied math will be able to identify and perform the duties of a sales clerk. These duties are:
   1. To determine the customer's needs
   2. To converse with the customer on his level
   3. To converse with the customer concerning areas of interest
   4. To stick to the subject

B. Each student will:
   1. Using the scale ½" = 1', construct a scale drawing of the room identifying the changes they plan to make.
   2. Using the basic mathematical operations, (i.e., addition, subtraction, multiplication, and division) increase their efficiency in computational accuracy.
   3. By completing the interior decoration assignment sheet, demonstrate mathematical skills in solving life-like problems of interior decoration, such as volumes, areas, and sales tax.
   4. Explore at least one home improvement occupation, (i.e., carpenters, painters, plumbers, etc.) by using the CRIB information and/or field trip information.
   5. Complete the interior decoration project with an expenditure of less than $1,000.
   6. Complete two Job Identification Facts forms.
   7. Complete one sales slip, containing the item description, quantity, price, and total amount.
   8. Complete a fields and levels chart.

IV. Learning Activities

A. A discussion will be conducted concerning the course of action and alternatives in choosing and decorating a room.
B. Each student will interview a friend or relative concerning their occupation.
C. Visit the CRIB for information.
D. Field trips to various businesses to observe clerks.
E. Completion of hands on project.

V. Plan

A. Schedule of events:
1st Day: Explanation of project; explanation and use of CRIB
2nd Day: Schedule field trips and work on hands on
3rd Day: Schedule field trips and work on hands on
4-6 Day: Completion of hands on project

B. Arrangement Considerations:
1. Parent permission slips
2. Volunteers to provide cars, insurance forms
3. Project people to cover in the classroom

VI. Resource People

A. Checker at Albertsons
B. Counterman at McDonalds
C. Sales clerk at Montgomery Wards
D. Parents

VII. Resource Materials

A. Filmstrip: "Advancing in Linear Measurement," SVE, 1956
B. Tape: "A Man's Work," Group 1/Office & Sales; International Teaching Tapes; 1972
C. Vertical File

VIII. Budget Summary

A. 10' Tape Measures	$13.95
B. Paint Thinner	.69
C. Paint Brushes	1.94
D. Sales Slips	3.00
E. Paper & Printing	9.00

IX. Evaluation

A. Student Evaluation--Teacher correction of interior decoration assignment sheet and Job Identification Facts forms.
B. Teacher Evaluation--Using questions 8, 9, 10, 12, 15, and 16 of the attached Student Evaluation Form, determine if the unit objectives have been obtained.

X. Hands On Project--See attached

HANDS ON DEMONSTRATION PROJECT

Sales Clerk

The success of any retail business depends largely on the sales people. If no one sold anything for one month, the economy would come to a complete stop. There would be unemployment and starvation. The sales clerk helps both the company and the buyer. He helps the company sell its product and the buyer to find the products that best fit his needs.

There are four keys to successful selling:

A. Find out what the customer wants.
There are two easy ways to determine this: watch the customer and ask the customer.

B. Talk about the customer's interests.
From what you have seen and from the way the customer answers questions, try to see things the way he does. Talk about the features of the product that he is interested in. Your customer will listen to you as long as you tell him about things that are important to him.

C. Use words the customer understands.
Talk to a customer the same way you would to a friend. Talk on his level. Use about the same language that he uses. If the customer seems to know quite a bit about the product, the salesman is safe in using technical words. If the customer doesn't know much about a product, using technical words may scare him away or confuse him.

D. Stick to the point.
Once you know what the customer wants or needs, keep the sales talk in line with his interests. Ask more questions if you need to. Watch for more clues to the customer's wishes, likes, or dislikes.

Read the following story and answer the question at the end:

A man and his wife (MW) enter a furniture store and begin looking at sofas. A sales clerk (S) notices that they seem to be looking at a plain, vinyl-covered sofa.

(S) : "May I help you folks?"

(MW): "We just finished our recreation room and would like some furniture to put in it." "We have four kids, so we need something that will be easy to clean and last a long time."

(S) : "I think I have just what you are looking for."

He shows them a large, floral printed sofa, covered in crushed velvet.

(S) : "Isn't this a beautiful sofa?"

(MW): "It looks a little fancy for our needs."

(S) : "Notice it folds down to form an extra bed. This is one sofa that you can show off to your friends."

(MW): "We were thinking more in terms of that vinyl-covered one over there."

(S) : "Why buy that plain, unattractive one when you can have this beautiful one?"

Which of the four basic rules of selling did the sales clerk violate?

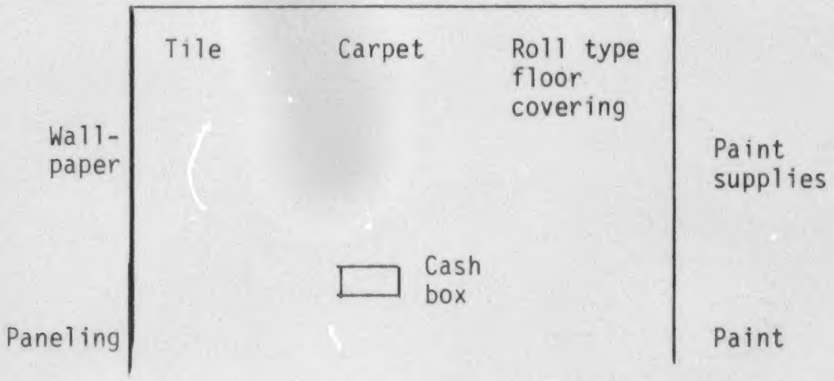
ANSWER:

B. The sales clerk did not follow the customer's interests. He showed them something entirely different.

You now have your chance as a sales clerk.

You are an employee of a hardware store. When your fellow students come in, use the four successful keys to selling to make the sale, write a sales ticket, and accept payment.

Store Layout:


Tile
Carpet
Roll type floor covering
Wall-paper
Paint supplies
Cash box
Paneling
Paint

NO 4102 Date ____________________

Name ____

Address ____

____

Sold By:

Quantity	Description	Price	Amount

Rec'd By: ____

Name______________________________

INTERIOR DECORATION

Objective: You are to choose one room in your home and redecorate it

General Directions: Choose one room in your home to decorate as follows:

1. The ceiling is to be painted one color.
2. The walls are to be painted a second color, papered, paneled, or a combination of these.
3. The floor is to be covered with roll-type hard surface floor covering, carpeted, or tiled.
4. Windows are your option
5. New furniture is your option
6. Maximum cost: $1,000

To find the cost of decorating this room, use the procedure outlined below. There are catalogs for your use in the classroom; there is also a list of businesses where you may ask questions and prices.

1) MEASURE the room that you choose to decorate and write these measurements to the nearest fractional part of a foot in the blanks below.

ROOM to be decorated ____

LENGTH: _______ft WIDTH: __________ ft. HEIGHT: _________

2) DRAW the floor plan of this room to the scale ¼" = 1' in the space below.

3) Find the AREAS of the surfaces to be decorated in the room, as follows:

a) FLOOR AREA: ______________________________ sq. ft.

b) CEILING AREA: ______________________________ sq. ft.

c) WALL AREA: ____________ sq. ft X 2 = ______________ sq. ft. (Longer)

d) WALL AREA: ____________ sq. ft X 2 = ______________ sq. ft. (Smaller)

e) TOTAL WALL AREA (item c + item d): ________________ sq. ft.

4) Find the areas of the wall surfaces that are NOT to be decorated as follows:

a) WINDOWS:
1st size: Length = _____ Width = _____ Area = _____
2nd size: Length = _____ Width = _____ Area = _____
3rd size: Length = _____ Width = _____ Area = _____

TOTAL WINDOW AREA (all sizes): ________________ sq. ft..

b) DOORS AND OTHER AREAS NOT PAINTED, PAPERED, OR PANELED:

1st size: Length = ______ Width = ______ Area = ______
2nd size: Length = ______ Width = ______ Area = ______
3rd size: Length = ______ Width = ______ Area = ______

TOTAL DOOR AND OTHER AREAS not decorated _____________ sq. ft.

c) Now, total items a) and b) for over-all TOTAL _______________

5) To find the WALL AREA to be decorated (NET WALL AREA), proceed as follows:

TOTAL WALL AREA (item 3e) less TOTAL WINDOW AND DOOR AREAS (item 4c)

(3e) _______________ sq. ft. - (4c) ____________ sq. ft. = ________ sq. ft.

6) Now, to decorate the NET WALL AREA: First choose the type of covering to be used.

a) Paper:

Find the PERIMETER OF ROOF ________________ ft.,
and then use the WALL COVERING ESTIMATION GUIDE
to determine the number of rolls of wall paper
required for the room:
Paper required, rolls: ______________________
Price per roll: ______________________________
TOTAL COST OF PAPER: $______________________

or: b) Paint:

NET WALL AREA TO be painted: ______________
Amount of paint required: _______________gal
or _______________qt
PRICE of paint: _______ per gal _____per qt
TOTAL COST OF PAINT: $______________________

or: c) Paneling:

NET WALL AREA to be paneled: ______________.

Number of 4' x 8' sheets required ___________.

Price per sheet: _________________________.

TOTAL COST OF PANELING: $________________.

7) CEILING DECORATION:

AREA OF CEILING: _________________________sq. ft.

AMOUNT OF PAINT REQUIRED: ____________________gal.
or ____________________qt.

PRICE OF PAINT: __________ per gal. or _____per qt.

TOTAL COST OF PAINT FOR CEILING: $_______________

8) FLOOR COVERING: FLOOR AREA: ___________________sq. ft.

AREA IN SQ. YD. ______________

a) Carpeting: If floor is to be carpeted, choose the type you like.

Cost: ________________ per sq. yd.

TOTAL COST OF CARPETING FLOOR: $________.

b) Roll-type covering: In this case, you are buying the covering by the running foot in ONE WIDTH. If two widths must be used to cover the floor, allow 18 inches for overlap to match the pattern.

What width must be used? _________________

How much per running foot? _______________.

How many running feet required in all? _____

TOTAL COST OF COVERING FLOOR: $___________.

or: c) Tile: Choose 12" x 12" squares in the pattern of your choice.

Number of tiles required: _______________

Price per tile: ________________________

TOTAL COST OF TILING FLOOR: $____________.

9) WINDOWS: If you plan to decorate the windows, state what you plan to do and the total cost.

10) FURNITURE: If you plan on new furniture, state what you plan to buy, cost for each piece, and the total cost.

11) Now, to find the total cost of decorating this room:

CEILING, total cost: $__________

FLOOR, total cost: $__________

WALLS, total cost: $__________

WINDOWS, total cost: $__________

FURNITURE, total cost: $__________

$__________ TOTAL COST OF ROOM DECORATING

Student ____________________

Firm ____________________

JOB IDENTIFICATION FACTS

Job Title ____________________

I. Worker Duties ____________________

II. Tools, Materials, and Equipment Used ____________________

III. Working Conditions and Hazards ____________________

IV. Are there pressures, strains, or anxieties in your work? ____________________

V. What special problems do new employees frequently have in adjusting to the job? ____________________

VI. What are the most important personal characteristics for being successful in the job? ____________________

VII. What other requirements are necessary for the job? ____________________

A Education? ____________________

B Special Skills? ____________________

C On-the-job training? ____________________

VIII Do you get enough recognition from your work? ____________________

____

IX Salary Range? ____________________

Other Fringe Benefits? ____________________

____

____

X Advantages of the job ____________________

____

____

XI Disadvantages of the job ____________________

____

____

APPLIED MATHEMATICS

Land Insurance Company

APPLIED MATHEMATICS

Land Insurance Company

I. Purpose

The objective of this unit is to have the students simulate a Development Company. They will buy real estate, compute taxes and interest, and work with the application forms.

II. Rationale

A person needs to start at an early age realizing that there is a wide variety of job opportunities involving the math he has learned in the classroom. He must develop a positive attitude towards the world of work.

III. Specific Behavioral Objectives

A. Twenty students will simulate prospective buyers and purchase a home.

B. Three students will simulate the duties of a real estate salesman.

C. One student will simulate the duties of a property tax clerk.

D. One student will simulate the duties of an office receptionist.

E. One student will simulate the duties of a home owners insurance salesman.

F. One student will simulate the duties of a property appraiser.

G. One student will simulate the duties of a loan clerk.

H. One student will simulate the duties of a utilities clerk.

I. One student will simulate the duties of a credit manager.

J. By simulating the various occupations, the student will become acquainted with the job qualifications and opportunities.

K. By simulating a buyer, the student will become acquainted with the procedures and forms required to purchase a home.

IV. Learning Activities

A. A discussion will be conducted concerning the procedure for buying a home and a brief description of the various occupations.

B. Visit the CRIB for information

C. Field trips to various businesses to observe the various occupations.

D. Completion of the hands on project.

V. Plan

A. Schedule of Events
1st Day: Explanation of project; orientation of student duties.
2nd Day: Schedule field trips.
3-7 Day: Completion of hands on project.

B. Arrangement considerations
1. Parent permission slips
2. Volunteer transportation
3. Substitutes
4. Prepare model city

VI. Resource People

A. Employees at a bank
B. Real estate salesman
C. Land appraiser
D. Parents

VII. Budget Summary

A. Application forms $5.00
B. Model home subdivision $45.00

VIII. Evaluation

A. Student Evaluation--teacher correction of application forms packet

B. Teacher Evaluation--using question 8, 9, 10, 12, 15, and 16 of the Student Evaluation Form, determine if the unit objectives have been obtained.

IX. Hands On Project

In completing this project, the student will complete a standard real estate loan packet. The forms in the packet include: Application for Approval of New or Renewal Loans, Residential Loan Application, Financial Statement--Individual, Notice of Consumer Report, Real Estate Closing Statement, and Real Estate Appraisal Card and Preliminary Information.

Copies of these forms may be obtained from any institution that makes real estate loans.

For additional information on hands on project, see attached.

HANDS ON PROJECT

Introduction:

Everyone at some time during their life faces the decision of whether to continue renting or to buy a home.

To aid you in making this decision, the Land Insurance Company has been formed.

One half of the class will act as customers and will purchase a home. The rest of the class will assume the duties of the office workers.

Instructions:

Read the job description for your activity; follow the instructions, and complete the required form(s).

Job Descriptions

Customer:

You have decided to purchase a home rather than to continue renting.

Read and become familiar with the story of your family. You must decide: the size of the house, the price, and the features you want in the house.

When you have decided what you would like, report to the Insurance Company to purchase your house.

Receptionist:

It is your job to greet the customers as they arrive and escort them to the person they wish to see.

When the customer has completed the purchase of their home, it will be your job to put the forms in order in the folder and hand the project in.

Salesman:

It is your job to sell a home to the customers. To complete this job you must: become familiar with all the homes that are available and the prices; be able to explain the advantages and disadvantages of each home; and be able to take the customer directly to the home that meets his requirements.

When you and the customer have agreed upon a house, complete the Salesman Report form and give to the customer.

Loan Clerk:

It is your job to provide the customer with the loan application forms. These forms are: Application for Approval of New or Renewal Loans;

Residential Loan Application, page 1 & 2; and Financial Statement--Individual, pages 1 and 2

As the customer completes these forms, you must notify him that a credit report is being prepared. This is done by using the Notice of Investigative Consumer Report form.

When the loan has been approved, complete the Real Estate Closing Statement form and present to the customer.

Appraiser:

It is your job to determine if the property has a value equal to or greater than the market value.

To determine the value, complete the Real Estate Appraisal Card and Preliminary Information form. When completed, give to the credit manager.

Property Tax Clerk:

It is your job to determine the yearly and monthly property taxes for the customer.

Using the rate; taxes are 2 percent of the market value, complete the Property Taxes form and give to the customer.

Insurance Clerk:

It is your job to determine the yearly and monthly homeowners insurance premium for the customer.

Using the rate: insurance is .5 percent of the market value, complete the Insurance form and give to the customer.

Utilities Clerk:

It is your job to sign up the customers for gas service.

Complete the Utilities form and give the customer.
Deposit rates: former IGC customers--$25, other people--$50

Credit Manager:

It is your job to approve or disapprove the loan application.

Examine the loan application forms, determine if the customer can afford the property and make your recommendation. Complete the lower section of the Application for Approval form and the Real Estate Loan Disclosure form and give all forms to the customer.

MATH

Exploring Data Processing, Bank Teller, Cashier

MATH

Data Processing, Bank Teller, Cashier

I. Overall Objective

The junior high school student should be made aware of and be given a chance to explore as many career opportunities related to math as possible. He should be able to identify himself to see if he has talents, characteristics, skills, and interests tending towards a math-related career. He will be given an opportunity to experience problems and in the problem-solving process, he will become aware of his ability and need for making decisions, evaluating, and making changes if necessary.

II. Rationale

A person needs to start as early as possible to be thinking in terms of a positive attitude towards work and to start planning a program with careers in mind. He needs to become aware of the many job opportunities available that involve math concepts that he has learned in the classroom. The curriculum in the schools needs to be changed to include both college and vocational preparation.

III. Specific Objectives

A. Self-awareness

1. Each eighth grade student will be able to identify five personal qualities that he sees as weaknesses and construct a plan as to how he would like to change himself to what he would like to be.
2. Each student will be able to list three careers that he feels his skills, talents, and interests are consistent.

B. Decision-making skills

1. Each student will research one or more specific careers related to math in the CRIB and fill out a research form and/or oral report.
2. Each student will be expected to apply their math skills in completing ten problems related to different careers and examine the consequences.
3. After exploring one specific career in each of the three levels, each student will state on a pre-post test whether or not he is interested in this career and state one or more reasons for his decision.

C. Career Awareness

1. See Learning Activities: A pre-post exercise will be implemented here to study the amount of awareness gained and the group will construct an outline type form such as "Careers Related to Math" so that they will become aware of the many careers in the cluster.

2. After class discussion and outline activity, each student will be able to find 15 careers related to math in a puzzle activity
3. After hands-on activity working 10 out of 18 problems on adding machines and calculators, each student will become aware of the application of the math skills used in the classroom as related to 18 different careers

D. Career Exploration
1. Given an interview or research form, each student will interview two persons in careers related to math and state their responses to 13 items listed
2. Students in the various levels of learning abilities will voluntarily be exposed to three different specific careers within the cluster Specific objectives listed with each career

   Career A: Each eighth grade Algebra I student will explore a career in data processing
   Career B: The average eighth grade modern math student will explore a career as bank teller
   Career C: The slower learner will explore a career such as cashier-checker

   Upon completion of this unit, it is hoped that some of the students will become interested in the specific field explored and that each student will start thinking positive about the world of work as a reality
3. A pre and post test will be implemented in each case to determine the growth in knowledge and attitude

Career A -- Data Processing

I. Specific Objectives

The eighth grade Algebra I students will explore a unit in data processing

A. After career awareness puzzles and class discussion, the student will be able to list 15 careers related to math cluster

B. After presentation by the guest speaker and visiting a computer center, each student will be able to state in writing:
1. Four occupational titles related to computers
2. Two types of computers and how they work
3. What data processing means
4. Recent number of computers and workers in computer field in the United States

C. Each student will have a choice of one assignment out of three offered
1. Each student in the first group will be able to compute 10 out of 18 problems in careers related to math cluster
2. Each student in the second group will voluntarily complete at least one module of the unit, "What is Data Processing?"
3. Each student in the third group will complete the assignments in Chapter 12 of Algebra I, Modern School Math, Houghton-Mifflin series

D. Each student will have completed two interview forms on people working in a career in the math cluster.

E. Each student will have the experience of becoming acquainted with the CRIB and will complete a research form on one career related to the math cluster.

II. Learning Activities

A. Self-awareness instrument and evaluation. "Self" evaluation from student, parent, friend. Counseling department.

B. Career awareness puzzles. List as many careers as you can that are related to math. Group will discuss and fill out the outline on careers related to math.

C. Fun with aptitude test on following instructions.

D. Guest speaker, Phil Gibson--instructor of data processing, Idaho State University and author of resource unit to be used. Take notes.

E. Hands on project
   1. Learn to operate computer and play games dealing with computers.
   2. Computatutor game.
   3. Work 10 out of 18 problems dealing with math related careers. Hands on use of calculators and adding machines.
   4. Voluntary--go as far as you want to in unit, "What is Data Processing." This can be completed in total of six hours and is programmed to be done with little or no instruction.

F. Study chapter in text, Modern School Math, Algebra I, Houghton-Mifflin, Chapter 12, pages 472, 506. Create a simple flow chart.

G. Class assignments. See page 7.

H. Field trip to Garrett Freightlines. Take notes.

I. Report on trip to a parent's place of employment or interview parent about employment with outline prepared for interview.

J. Lecture on importance of computer-programmer or operator and outline of duties, opportunities, benefits, etc. to arouse interest in the career.

K. Oral reports and oral evaluation of the unit.

V. Plan--Schedule of Events

A. First Day: Introduce Career Unit
   1. Puzzles. See Appendix.
   2. Objectives.
   3. Assignments and packets. See page 7.
   4. Pre-test.

B. Second Day: CRIB Orientation. Explain research forms.

C. Third Day: Guest Speaker--take notes. (Department head, data processing, ISU Vo-Tech.)

D. Fourth Day: Work on assignments
  1. ½ class in CRIB
  2. ½ class in room working on machines

E. Field trip--Garrett Freightlines. Fifth Day.

F. Sixth Day:
  1. Follow-up field trip experience
  2. Lecture--trend of women working
  3. Lecture outline--computer programmer or operator.
  4. Aptitude test.

G. Seventh, eighth, and ninth days: work on assignments
  1. CRIB research
  2. Modules and proficiency tests
  3. Problems on machines and calculators
  4. Reports--oral and written
  5. Hands on--Computatutor game, analog computer, digital computer

H. Ninth Day: Student input
  1. Information discussion and evaluation
  2. Oral reports (voluntary)
  3. Demonstrations
  4. Put packets in order

I. Tenth Day: Hand in Career Packets
  1. Post test
  2. Test on computer unit
  3. Fill out evaluation forms

VI. Materials

A. Electronic Analog Computer. Edmund Scientific Co.
B. Electronic Digital Computer. Edmund Scientific Co.
C. What is Data Processing (Unit in 3 modules). 12 copies by Phillip Gibson, Jerry Chivers, and David Burnham, ISU instructors, Vo-Tech, data processing.
D. Aptitude test on data processing obtained from class member of Phillip Gibson. 40 copies.
E. Textbook. Modern School Math Algebra I, Houghton Mifflin.
F. Game. Computatutor.
G. Forms that follow and career packets.
H. Poster sets--"Occupations in Arithmetic" and "Computers in Occupations" J. Weston Walch, publisher.
I. Materials in CRIB.

VII. Hands On Project

Each student who is interested in a career on computers will take an aptitude test and will be able to state in writing whether or not this tool should be a sole determiner of choosing this type of career.

Each student will also have an opportunity to explore this career in more detail by completing an awareness unit in three modules entitled "What is Data Processing." This will be evaluated as part of the grade on the unit.

VIII. Learning Activity/Lecture Outline

A. Types of Jobs
   1. Bookkeeper, accountants in business
   2. Electronic computer operator
   3. Key punch operator

B. Duties of job
   1. Programmer
      a. prepares simple flow chart
      b. prepares detailed instructions for computer control unit
      c. debugging--checking on whether instructions have been correctly written.
   2. Console operator
      a. input coded
      b. operate computer
      c. output translated
   3. Key punch operator--use of machines and coding.

C. Training and qualifications
   1. Varies according to problem--some high school, some college graduates, some technical school training.
   2. On-the-job training.
   3. Training classes while on the job.
   4. Personality traits--responsibility, alertness, accuracy.

D. Employment outlook--200,000 employed in 1970, rapidly increasing through the 1970's.

E. Earnings--beginners over $8,530
   experienced 12,170
   up to $20,000 in supervisory capacity

F. Working conditions--40-hour week, usually day work. Usually good surroundings.

PRE AND POST TEST--"CAREERS IN COMPUTERS"

1. List all of the occupations that you can think of that involve the use of math skills.

2. What math have you used today?

3. What games involve the use of mathematics?

4. What math skills do you think are important to know to prepare you for some kind of employment?

5. Do you want to finish high school? Why or why not?

6. Do you want to go to college or get some education or training after high school?

7. Would a job dealing with computers interest you? Why or why not?

8. List all of the terms or words you can think of that are associated with computers.

9. What kinds of information can you obtain from computers?

10. Who could you talk to about jobs that are in the math cluster?

11. List three careers related to math that you would like to find out more about.

Assignments to be Kept in Folder
(100 points minimum)

1.	Pre and Post Tests	5 points each
2.	Career Awareness Puzzles	5 points each
3.	Aptitude Test on following instructions	10 points
4.	Notes on Guest Speaker	5 points
5.	Notes on Field Trip	5 points
6.	One interview and one informal field trip; or two interviews	10 points 10 points
7.	One research from CRIB	10 points
8.	Choose one:	40 points
	a. Do 10 out of 18 problems related to math careers on machines.	
	b. Do as much as you want to on unit "What is Data Processing?"	
	c. Do assignments in textbook, Modern School Math, Algebra I, H.M. Chapter 12, pages 472-506.	
9.	Oral reports and oral evaluation notes	10 points
10.	Notes from films	5 points

TEST ON COMPUTER CAREER UNIT

1. What are the two types of computers and how does each type work (one word?)

2. Name at least 15 occupations that require math skills.

3. Name at least 15 occupations that use computers.

4. Name four occupational titles related to computers.

5. Give three reasons why women work

6. What does EDP stand for?

7. List five of the jobs that were mentioned that will be in greatest demand.

8. Data processing is ____________________ on ________________________.

9. The first computer was developed (before/after) television.

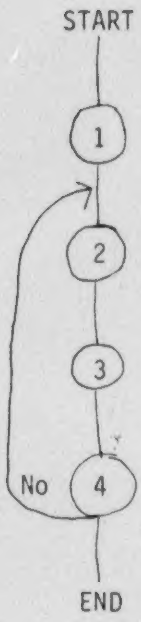
10. The computer world now consists of about __________ computers and over __________ people are directly involved in work relating to computers.

READ THESE DIRECTIONS

In the following problem, you must grasp the significance of the individual steps in the flow chart, and correct an error which has been deliberately placed there.

EXAMPLE

Box No.	1	2	3	4	5	6	7	8
	3	7	2	1	5	12	4	0



Put (number in box 8) into box 1.

Add: (number in box 1) + (number in box 2), put result in box 1.

Change instruction 2: increase the second box-number mentioned in it by 1.

Is the second box number mentioned in instruction 2 greater than (number in box 7)?

What number is now in box 1? . . . .

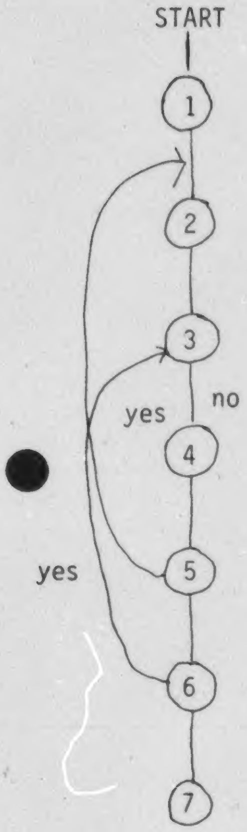
DO NOT TURN PAGE UNTIL YOU ARE TOLD TO DO SO.

NOW, GET BACK AND READ THE DIRECTIONS AGAIN.

Be sure to refer to the directions as often as necessary during the test, if you have any doubt whatever about the ground rules.

The directions are complete, and no questions will be answered by the supervisor.

Box No.	1	2	3	4	5	6	7	8	9	10	11	12
	2	1	4	4	6	5	2	12	5	19	1	0



1 Add: (number in box 2) + (number in the box whose number is in box 8), put result into box 4.

2 Multiply: (number in box 7) x (number in box 7), put result into box 7.

3 Is (number in box 4) = (number in box 9)?

4 Add: (number in box 4) + (number in box 1), put result into box 4.

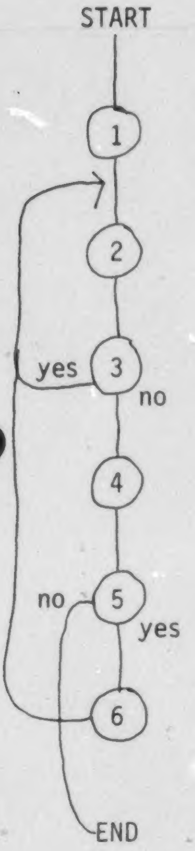
5 Subtract: (number in box 7) - (number in box 2), put result into box 7.

6 Add: (number in box 3) + (number in box 9), put result into box 10.

7 Subtract: (number in box 7) - (number in box 10), put result into box 11.

END WHAT NUMBER IS NOW IN BOX 11? . . . . ________

Box No.	1	2	3	4	5	6	7	8	9	10	11	12	13
	9	8	5	2	11	3	5	12	7	-2	4	-6	6



1 Subtract: (number in box 7) - (number in the box whose number is in box 6), put result into box 12.

2 Add: (number in box 12) + (in box 13), put result into box 12.

3 Is (number in box 12) exactly divisible by 5?

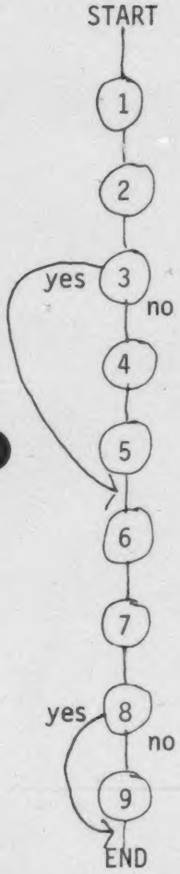
4 Change instruction 2: decrease the second box-number mentioned in it by (number in the box whose number is in box 11).

5 Is (number in box 2) less than the second box number mentioned in instruction 2?

6 Subtract: (number in box 9) -1, put result into box 9.

WHAT NUMBER IS NOW IN BOX 12? . . . . ____________

Box No.	1	2	3	4	5	6	7	8	9	10	11	12
	2	11	-9	3	-2	12	4	9	6	3	1	4



1 Subtract: (number in box 10) -1, put result into box 10.

2 Put (number in box 9) into box 1.

3 Is the first box number mentioned in instruction 2 an even number?

4 Take as your next instruction, the one whose number is in the box whose number is in box 8.

5 Change instruction 2: decrease the first box number mentioned in it by 1.

6 Add: (number in box 10) + (number in box 4), put result into box 10.

7 Change instruction 2: decrease the first box number in it, and increase the second box number mentioned in it, each by (number in box 11.)

8 Is the last box number mentioned in instruction 2 equal to (number in box 12)?

9 Take as your next instruction the one before instruction 3.

WHAT IS THE NUMBER NOW IN . . . . Box 3? __________

WHAT IS THE NUMBER NOW IN . . . . Box 10? __________

READ THESE DIRECTIONS

The problems in the next part of the test are slightly different from those you have just done.

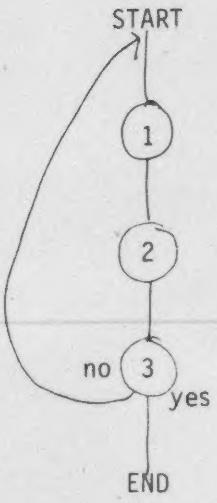
In these problems, you will be told exactly what each flow chart is to accomplish, and you must decide what number must be in a specified box in order that someone following the flow chart will do the required job--NO MORE AND NO LESS.

* *

The purpose of the following flow chart is to put a zero in each of the boxes: 4, 5, and 6.

In order to accomplish exactly this--no more and no less--what number must be in box 11?

Box No.	1	2	3	4	5	6	7	8	9	10	11	12
	7	9	2	2	8	4	1	-9	-3	6	7	4



1. Subtract; (number in box 1) - (number in box 1), put result into box 4.

2. Change instruction 1: increase the last box number mentioned in it by 1.

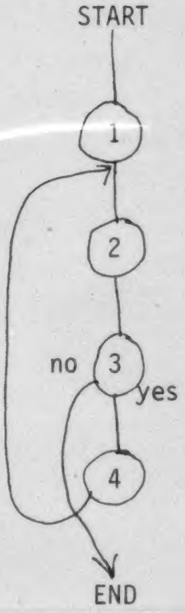
3. Is the last box number mentioned in instruction 1 equal to (number in box 11)?

WHAT NUMBER MUST BE IN BOX 11? . . . . ______

The purpose of the following flow chart is to add up the numbers in boxes 6, 7, 8, and 9, and put the total in box 1.

In order to accomplish exactly this--no more and no less--what number must be in box 3?

Box No.	1	2	3	4	5	6	7	8	9
	3	15	9	2	1	4	3	12	10



1 Subtract: (number in box 1) - (number in box 1), put result into box 1.

2 Add: (number in box 1 + (number in box 6), put result into box 1.

3 Is (number in box 3) greater than the second box number mentioned in instruction 2?

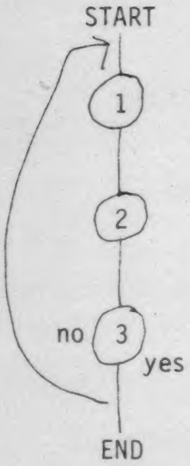
4 Change instruction 2: increase the second box number mentioned in it by 1.

WHAT NUMBER MUST BE IN BOX 3? . . . . __________

The purpose of the following flow chart is to double the number in each of the boxes: 13, 10, 7, and 4.

In order to accomplish exactly this--no more and no less--what is the smallest number which may be in box 14?

Box No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15



1 Add: (number in box 13) + (number in box 13, put result into box 13

2 Change instruction 1: Decrease all box numbers mentioned in it by 3

3 Is (number in box 14) greater than the second box number mentioned in instruction 1?

WHAT IS THE SMALLEST NUMBER WHICH MAY BE IN BOX 14? ____________

Career B -- Banking

I. Specific Objectives

A. After presentation by guest speaker from the bank, the students will have handled a packet of banking forms and will be able to fill out five of the forms and know the function of each.

B. After presentation by the guest speaker and visiting the bank, the student will be able to state in writing the different jobs available in banking and the education and training necessary for each.

C. After presentation by the guest speaker, the student will be able to write the different kinds of banks and the function of each.

D. After class discussion and given a check register form and supplied information, the student will be able to properly fill it out.

E. Given a bank balance assignment sheet, the student will be able to fill out and balance a bank statement.

F. After taking part in the learning activities in this unit, the student will be able to state whether he (at this point) is or is not interested in a job related to a bank and give a reason for his answer through oral discussion.

II. Learning Activities

A. Self-awareness instrument and evaluation. "Self" evaluation from student, parent, and friend. Counseling department.

B. Career awareness puzzles. Classroom activity--fill out an outline on "Careers Related to Math."

C. Class assignment--choose two.
   1. Two field interviews or informal field trips to parents' place of employment followed by oral and/or written report.
   2. Research on a selected math related career followed by oral and/or written report.
   3. Write a paper on evaluation of the unit, attitude changes, knowledge gained, what I plan to do with what I have gained.

D. Guest speakers--head teller and/or officer from Idaho First National Bank.

E. Study of forms and learn to properly fill out forms in individual packets supplied by the bank.

F. Field trip to First Security Bank.

G. Teach a lesson on making change.

H. Lecture on importance of cashier-teller type career and outline of duties, opportunities, benefits, etc., to arouse interest in the career.

I. Guest speaker--Idaho First National Bank Operations Officer.

J. Hands on project. Work on adding machines and calculators. Do 10 out of 18 problems related to math from set of posters (See materials list.)

K. Class assignment.

V. Lesson Plans for Two-Week Unit on "Careers in Banking"

A. Monday--introduction to unit
  1. Puzzle C.A.
  2. Cluster concept
  3. Objectives and plans
  4. Home assignment
  5. Pretest (10 questions)

B. Tuesday
  1. CRIB
  2. Class assignments
  3. Research one math-related career and prepare oral and written report Example--bank teller

C. Wednesday--guest speaker. Teller or officer from bank.

D. Thursday and Friday
  1. Problem sheet to work out on machines
  2. Fill out forms in packet
  3. Choose one occupation and make up at least one problem that would be involved.
  4. Work on reports and folder (CRIB)

E. Monday--assignment, three problems, sheets in packet
  1. Blank checks
  2. Check register
  3. Bank statement

F. Tuesday--filmstrip and multi-media kits from Idaho Bankers Association, "You and Your Community Bank."

G. Wednesday--field trip to banks.

H. Thursday--film "Bread" from Idaho Bankers Association, or work period--reports, problems.

I. Friday
  1. Test: problems made up by students or teacher
  2. Post test (10 questions)
  3. Oral reports and oral evaluation

VI. Materials

A. Kits of forms from bank. 30 each.
B. Play money for experience in making change.
C. Filmstrip and lessons, "You and Your Community Bank" obtained from Gordon Murri, School District #25

D. Film "Bread" from Idaho Bankers Association.
E. Forms that follow and career packets.
F. Calculators and adding machine.
G. Poster set, "Occupations in Arithmetic." J. Weston Walch.
H. Materials in CRIB

VII. Learning Activities/Lecture Outline

A. Type of jobs
   1. All-around teller
   2. Christmas club teller
   3. Commercial
   4. Savings
   5. Payroll

B. Duties of job
   1. Receives and pays out money
   2. Records transactions
   3. Cashes checks
   4. Handles deposits and withdrawals
   5. Operates machines (adding machines, teller machine)
   6. Counts cash on hand
   7. Lists currency, received tickets, or a settlement sheet
   8. Balances day accounts

C. Training and qualifications
   1. Prefer high school graduate
   2. Math, money handling, business skills
   3. Training on the job
   4. Personal traits--integrity, initiative, loyalty, appearance, willingness to work, communications and public relations skills.

D. Employment outlook--expected to increase. 150,000 employed in 1970--9 out of 10 are women. Chance for advancement, working up from bank teller to bank office.

E. Earnings--Average $100 a week. Non-supervisory minimum wage scale is $1.60 per hour. 40 hours would be $64 a week.

F. Working conditions usually good.

G. Assignments to be kept in folders
   1. At least two interview forms or one interview and one informal field trip.
   2. At least one research form.
   3. Pre and post tests.
   4. Notes from guest speaker.
   5. Notes from field trip to bank.
   6. Problem sheet--5 out of 18.
   7. Packet on banking forms.
   8. Check register assignment sheet.
   9. Blank check assignment sheet.
   10. Bank balance assignment.
   11. Notes from films.
   12. Oral report notes from "Christian Science Monitor" Careers for the 1980's, research on careers for women, or other source of their choice.

PRE AND POST TEST--"CAREERS IN BANKING UNIT"

1. List all of the occupations that you can think of that involve the use of math skills.

2. What math have you used today?

3. What games involve the use of mathematics?

5. Do you want to finish high school? Why or why not?

6. Do you want to go to college or get some education or training after high school?

7. Would a job in a bank interest you? Why or why not?

8. List all of the terms or words you can think of that are associated with banking.

9. List as many services rendered by a bank as you can think of.

10. Who could you talk to about jobs that are in the math cluster?

BANKING AND ITS OPPORTUNITIES

PRE-POST TEST

Matching

a. savings account

b. coin

c. forged check

d. interest

e. teller

f. service charge

g. currency

h. balance

i. deposit

j. endorsement

1. Amount remaining in account after withdrawal or check is made. ______
2. Pennies, nickels, dimes, quarters, half-dollars. ______
3. Paper money. ______
4. Money or checks left with the bank to be credited to an account. ______
5. Signature, plus any other writing on back of check, by which the endorser transfers his rights in the check to someone else. ______
6. Check on which drawer's signature has been forged (written by another person.) ______
7. The sum paid for the use of money or credit. ______
8. An account deposited in a bank not subject to check. Interest bearing. ______
9. A fee charged by a bank for services rendered. ______
10. A bank employee who transacts business over the counter with customers. ______

After each question below, indicate your answer by answering yes or no after each question.

1. Is a check a form of receipt for money deposited in a bank? ______
2. Does a bank use the money of depositors to lend to customers who need to borrow? ______
3. Does a bank have the right to open a customer's safe-deposit box and use the money or other valuables placed in it? ______
4. Do commercial banks usually offer many of the same types of service as those provided by savings banks, trust companies, and other special kinds of banks? ______
5. Does a bank usually give a depositor a receipt for each deposit? ______
6. Does a Federal Reserve bank handle checking accounts for individuals? ______
7. Is a person required to go to a bank in order to make a deposit in his account? ______
8. Is it possible to work in a bank without a college education? ______
9. People who work in banks must be able to meet the public? ______
10. Must people who work in banks have the above-average business math skills? ______
11. Working in a bank is a strict 9 a.m. to 5 p.m., five-day-a week job? ______
12. People who work in banks may borrow money interest free? ______
13. Are bank employees highly paid? ______
14. Employees of banks share in the profits of those banks? ______
15. Is the best time to fill out a check stub immediately after the check has been written? ______
16. Should the check stubs show the deposits made in the checking accounts? ______

17. May anyone cash a check made payable to "Bearer?"
18. Should one sign all checks with the same signature as the one recorded at the bank?
19. Should one erase an error made when writing a check?
20. Should checks be signed with the amount left blank?

In the answer column, print the letter that represents the word or words that correctly complete the statement

1. The metal from which coins are made must be (a) durable, (b) expensive, (c) brittle, (d) very heavy
2. The value stamped or engraved on a piece of money is its (a) commodity value (b) intrinsic value (c) face value (d) stability value
3. Our paper money is printed by (a) Federal Reserve banks, (b) national banks, (c) state and national banks, (d) the Bureau of Printing and Engraving at Washington, D.C
4. A bank that provides checking account services is known as (a) a commercial bank, (b) a trust company, (c) an investment bank, (d) a savings bank
5. Banks earn most of their income by (a) selling government bonds, (b) renting safe-deposit boxes, (c) charging customers for cashing checks, (d) charging interest on money lent to customers.
6. A bank that manages money and property for its customers is a (a) trust company, (b) savings and loan association, (c) cooperative bank, (d) District Federal Reserve Bank
7. Which one of the following banking services is ordinarily free? (a) making change, (b) lending money, (c) handling checking accnts.
8. When a customer makes a deposit in his checking account, he should immediately (a) enter the amount of the deposit on his check stub, (b) write a check for the amount of the deposit, (c) subtract the deposit from his bank balance, (d) add the deposit to the last check written
9. When a person deposits money in his checking account, he lists the items deposited on a (a) check, (b) deposit ticket, (c) passbook, (d) signature card
10. A check signed by someone without any authority to do so is a (a) bearer check, (b) forged check (c) post-dated check, (d) raised check.

Assume that you are the treasurer of the Dramatic Club of your school. Fill out check stubs and write checks for the following transactions. The beginning balance is $132.56. Use the current date. Number the stubs and checks beginning with 126. (a) Pay $22.75 to Lawton's Costume Shop for rental of costumes. (b) Pay $8.50 to Hayne Brothers Co. for a gift. (c) $3.11 to Williams Stationery Store for a new book for recording minutes. Pay $14 to the Bayville Company for the printing of playbills.

No. $

Date 19

To

For

	DLS	CTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

No

Kansas City, Mo 19 $\frac{14\text{-}16}{1300}$

Pay To The Order Of $

Dollars

SECURITY STATE BANK

BY

1:10:10-0014: 13589-08

No. $

Date 19

To

For

	DLS	CTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

No

Kansas City, Mo 19 $\frac{14\text{-}16}{1300}$

Pay To The Order Of $

Dollars

SECURITY STATE BANK

BY

1:10:10-0014: 13589-08

No. $

Date 19

To

For

	DLS	CTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D		

No

Kansas City, Mo 19 $\frac{14\text{-}16}{1300}$

Pay To The Order Of $

Dollars

SECURITY STATE BANK

BY

1:10:10-0014: 13589-08

No. $

Date 19

To

For

	DLS	CTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

No.

Kansas City, Mo. 19 $\frac{14\text{-}16}{1300}$

Pay To The Order Of $

Dollars

SECURITY STATE BANK

BY

1:10:10-0014: 13589-09

On Nov. 1, Richard Allen had a balance of $478.25 in his checking account. During the month he wrote the checks and made the following deposits: 11-3--Deposit, $152.80; 11-3--Check #123, $123.00, Salem Public Utilities; 11-4--Check #124, Dawes Realty Co., $105.00; 11-6--Deposit, $152.83; 11-9--Check #125, N.I. Baxter, M.D., $8.75; 11-13--Check #126, Carr's Clothing Co., $53.60; 11-16--Check #127, Temple's Hardware, $47.31; 11-18--Deposit, $74.76; 11-20--Check #128, Barlow's Fuel Co., $38.50; 11-24--Check #129, Hay's Supermarket, $16.49; 11-28--Check #130, Community Fund, $25.00; 11-30--Check #131, Parker's Drugs, $11.35. Record the beginning balance, the checks, and the deposits in a check register.

Check No.	Date	Check Issued To	Amount of Check	X	Date Deposit	Amount of Deposit	Balance

At the end of October, Wallace Jones received a bank statement that showed a bank balance of $365.28. The service charge amounted to 97 cents. Mr. Jones found that the following checks were outstanding.

No. 31 $6.17 No. 34 $11.50 No. 35 $10.95

His checkbook balance at the end of October was $337.63. Reconcile the bank balance.

Bank Reconciliation

Bank balance, October 31	____	Checkbook balance, October 31, before subtracting the service charge	____
Less checks outstanding:			
No. ____ . . . ____			
No. ____ . . . ____			
No. ____ . . . ____			
Total checks outstanding	____	Less service charge	____
Available bank funds	____	Correct checkbook balance	____

Mr. and Mrs. C. M. Black have a joint checking account. After the beginning of March their joint balance was $463.82. During the month of March they wrote checks and made deposits as follows:

Mrs. Black's Transactions				Mr. Black's Transactions			Calculate the checkbook balance	
Mar.	Checks		Deposits	Mar.			Beginning checkbook balance	$463.82
1			$185.20	2	#61	$ 5.50		
3	#36	$51.40		6	#62	18.75	Plus deposits	____
9	#37	10.00		9	#63	9.18	Total	____
11	#38	79.75		16	#64	3.45	Less:	
15	#39	17.50		21	#65	65.74	Mr. Black's checks ____	
16			185.20	28	#66	11.33	Mrs. Black's checks ____	
27	#40	36.81		Total		$113.95	Total checks written	____
30			11.50				Ending checkbook balance	____
Totals		$195.46	#381.90					

At the end of March Mr. and Mrs. Black received a bank statement that showed a bank balance of $546.32. The service charge amounted to $1.32. Check No. 66 was outstanding. Reconcile the bank balance.

Bank Reconciliation

Career C -- Cashier-Checker

I. Specific Objectives

A. Each eighth grade student will be able to list 15 occupations related to math.

B. Each student will complete interview or research forms on three different occupations related to math.

C. Each student will satisfactorily complete 10 out of 15 problems applying arithmetic in different occupations either using machines or paper and pencil.

D. Each student will be able to compute 3% sales tax on eight out of ten simulated problems involving role playing.

E. Each student will be able to make correct change in 10 simulated situations involving role playing (customer-cashier).

II. Learning Activities

A. Class assignment. Do 10 out of 18 problems in arithmetic in occupations poster set.

B. Guest speaker--cashier or checker--get some parent who is in this field if possible.

C. Report on trip to a parent's place of employment or interview parent about employment with outline prepared for interview.

D. Teach lesson on making change.

E. Simulate cashier-customer role playing.

F. Hands-on project. Let students experience Unipac experience in learning to figure 3% sales tax with suggested activities in resource unit--three days. Use machines--calculators.

G. Field trip--walk to Albertson's to observe checkers and other duties and jobs that require math skills.

H. Lecture on importance of cashier-type career and outlines of duties, opportunities, benefits, etc., to arouse interest in the career.

I. Research in CRIB--complete prepared research form.

III. Unit Overview

A. First week
  1. Monday--introduction
    a. Puzzles
    b. Assignments
    c. Pre-test

2. Tuesday--CRIB orientation
3. Wednesday
    a. Make class assignment
    b. Lecture on cashier outline
    c. Problems related to math occupations
4. Thursday--guest speaker. Cashier or checker.
5. Friday
    a. Teach making change
    b. Simulate cashier/customer role playing.

B. Second Week
1. Monday, Tuesday, Wednesday
    a. Students may progress at their own rate doing the Unipac on Figuring 3% Sales Tax.
    b. Guided learning activities and simulated role playing.
    c. Guest exercises.
2. Thursday--field trip to Albertsons.
3. Friday
    a. Reports on class assignments and post test.
    b. Cluster activity.

IV. Materials

A. Unipac on Computing 3% Sales Tax by Gordon Jones, Idaho State University, Adult Basic Education Director. 30 copies.
B. Play money for experience in making change.
C. Games dealing with money, buying, and selling.
D. Practice exercises (not in appendix) on math problems related to various occupations involving use of machines.
E. Materials in CRIB.

V. Learning Activity/Lecture Outline

A. Type of jobs
1. Ticket seller
2. Checkout clerk
3. Grocery checker
4. Teller, bill clerk
5. Special clerks

B. Duties of job
1. Accept money, make change
2. Keep record of transactions
3. Prepare cash and checks for deposit
4. Make out sales tax reports.
5. Pay out cash
6. Use machines (adding, change dispensers, ticket dispensing machines.)

C. Training and qualifications
1. Prefer high school graduation.
2. Math, money handling, business skills.
3. Training on the job
4. Personal traits--integrity, initiative, loyalty, appearance, willingness to work, communications and public relations skills, etc.

D. Employment outlook
  1. 850,000 employed in 1970, increasing in the 1970's.
  2. 90% are women.
  3. Good chance for advancement.

E. Earnings
  1. Must start at minimum wage scale
  2. Higher salaries depending on skills involved.

F. Working conditions differ
  1. Work week for bank teller--5 days, 40 hours.
  2. Quarters may be uncomfortable.
  3. Cashiers may do shift work.

PUZZLE--CAREERS RELATED TO MATH CLUSTER

(Find 15)

T	N	A	V	I	G	A	T	O	R	M	A	C
Z	T	C	B	T	C	H	E	M	I	S	T	T
E	C	C	O	A	R	C	A	P	B	R	D	S
N	E	O	O	D	H	N	C	R	A	E	E	I
G	T	U	C	M	A	C	H	I	N	I	S	T
I	I	N	L	G	P	F	E	O	K	H	I	N
N	H	T	E	A	O	U	R	M	E	S	G	E
E	C	A	R	P	E	N	T	E	R	A	N	D
E	R	N	K	U	D	D	L	E	V	C	E	O
R	A	T	E	A	C	H	E	R	R	M	R	G

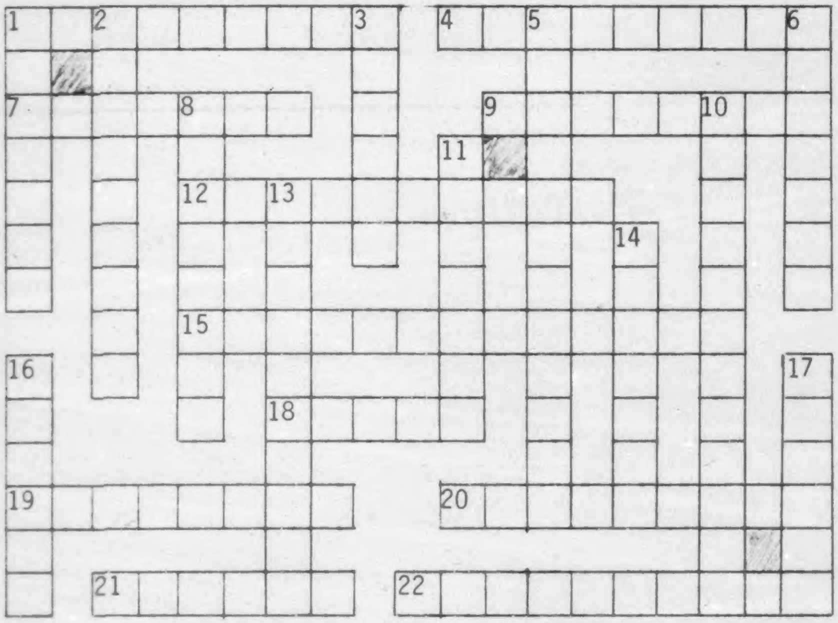
PACE Puzzle

Across

1. plans and designs homes, churches, schools, etc. (Chronicle #001)
4. efficient, all-knowing "right hand" of a businessman (Job Family Series, No. 6, p. 10)
7. breed and raise calves (Encyclopedia of Careers, Vol. 11, p. 83)
9. type of clergyman
12. convert written material of one language into another (OEK #143)
15. study physical, geological, chemical, and biological properties of the ocean (Chronicle #024)
18. a successful _____ has a sixth sense (W.O.R.K., Jobs Dealing With People #90)
19. women's hatmaker (OEK #153)
20. PLURAL-plant and care for gardens, lawns, etc. (Handbook of Job Facts, p. 54)
21. talented in the art of painting (Chronicle #144)
22. PLURAL--study problems such as inflation and depression (Occupational Outlook Handbooks, 72-73, p. 201)

Down

1. daring circus performer (Chronicle #159)
2. directs an orchestra (Job Family Series, No. 14, p. 15)
3. types letters, envelopes, stencils, etc. (OEK #252)
5. works on design and construction of maps (Encyclopedia of Careers, Vol. 11, p. 217)
6. herds and feeds livestock in a stockyard. (DOT, Vol. I, p. 806)
8. a _ _ _ - _ _ _ _ _ setter, places rhinestones in plastic buttons (DOT, Vol. I, p. 367)
10. PLURAL--shampoo, cut set, and style hair (Occupational Outlook Handbook, 72-73, p. 335)
11. supervises the work of others (Chronicle, #18)
13. PLURAL-each one has a special assignment in putting together an item (W.O.R.K., Jobs Dealing With Things, #3)
14. anyone who participates in a sport for money (OEK #36)
16. raises crops and animals (Job Family Series, No. 11, p. 8)
17. PLURAL-cares for the sick and injured (Handbook of Job Facts, p. 79)



INTERVIEW OUTLINE OR INFORMATION FIELD TRIP

Choose two jobs that are related to the use of mathematics skills. One should be a job that requires college or vocational preparation--post high school training and the other a job that does not require any training after high school.

1. Job title and briefly describe the nature of the work. ____________________

____

____

____

2. Education and training requirements. ______________________________

____

____

____

3. High school courses required or beneficial to the job. ____________________

____

4. Salary and fringe benefits (if possible). ______________________________

____

____

____

5. Employment outlook--will more or fewer workers be required in the next 10 years.

____

____

____

6. Opportunities for advancement ______________________________________

____

____

____

7. Personal qualifications. ____

____

____

8. Personal qualifications ____________________

9. Advantages ____________________

10. Disadvantages ____________________

11. Places for education or training ____________________

12. Tools, materials, and equipment used ____________________

13. Other comments:

SCHOOL DISTRICT NO. 25
Bannock County
Pocatello, Idaho

PARENTS' APPROVAL FOR FIELD TRIPS

I give my permission for ______________________________ to take a field trip to ____.

I further agree to assume the responsibility of seeing that my child follows the directions and instructions of the school official in charge. Careful planning has gone into the field trip and reasonable safety precautions have been taken.

____
Signature of Parent Or Guardian

____
Address

____
Telephone

Date of Trip ______________________________ Departure Time __________
Return Time __________

Transportation by:

Walking __________
School Bus __________
Automobile __________
Other __________
____

____
Supervisor in Charge

REQUEST FOR FIELD TRIP

Teacher Making Request ______________________________ Date _______________

Title of Class ______________________ Date of Field Trip ___________________

Destination ____

____

Mode of Transportation ____

(*Bus, **Private Auto, Walking. List the number of vehicles needed)

List the names of all supervisors who will be assisting:

____

____

____

* If buses are being requested, attach a district bus requisition form.

** If private cars are being requested, attach a copy of "Responsibility Agreement" for each car used.

________________________ ________________________ ________________

(APPROVED OR DISAPPROVED) DIRECTOR'S SIGNATURE DATE

RESPONSIBILITY AGREEMENT

For Using Private Autos on Authorized Field Trips

I ______________________________, will agree to drive my personal auto for the purpose of transporting students on an authorized field trip, dated ______________________. I further agree to provide adequate liability (property and bodily) and medical insurance coverage while transporting said students. In addition, I agree to drive my automobile in a safe and prudent manner whil transporting students to and from the destination.

Name of Owners Insurance Company __________________________________

Amount of Liability:

Property	$__________
Bodily	$__________
Amount of medical insurance per rider	$__________

__________________________ Signature of Owner

__________________ Date

EVALUATION AND PLANNING FORM FOR CAREER EDUCATION UNIT

Teacher's Name ____________________ Subject Matter Area ______________

Grade Level ____________ Date ________________ Semester (1st or 2nd) ______

1. In how many sections (periods) did you present your career unit? __________

2. How many students did you reach? 7th grade ____, 8th grade ____ 9th ______

3. Approximate the total exposure to career education per student.

HOURS (Include such things as field trips, classroom activities, CRIB research, homework assignments, etc.)

HOURS		CLASS PERIODS			
1-5	______	5 or less	______	11	______
6-10	______	6	______	12	______
11-15	______	7	______	13	______
16-20	______	8	______	14	______
21-25	______	9	______	15	______
Other	______	10	______	Other	______

4. Total time spent on career education unit:

Was adequate ________ Needed more time ________ Needed less time _____

5. How many different careers did each student have the opportunity to explore? ____

6. Did students explore at least one occupation based upon their personal talents and interests? Yes __________ No ________

7. How many on-site exploration activities to local business and industry did you provide for each student? ____________

8. List the names of each business or industry visited. ____________________

____

9. How many times did you invite community employers or employees into classroom activities? ______________

10. How many times were your students required to use CRIB? ____________

11. Approximate the number of hours spent in CRIB per student. ___________

12. How often did you avail yourself of guidance and counseling services?

Daily	_______	2-3 times a month	______	Never	________
2-3 times a week	_______	Seldom	______		

13. How often did you use counselors as resource people?

Curriculum Development:		In-class discussion or projects:		Field trips:	
none	______	none	______	none	______
some	______	some	______	some	______
often	______	often	______	often	______

14. How often were students exposed to the concepts relating to the "Changing Role of Women?"

none ____________ some ____________ often ____________

15. How often did you expose students to the philosophy that all work demands respect and dignity?

none ____________ some ____________ often ____________

16. In your opinion, how would you rate the student binder, "Career Exploration Package?"

outstanding________ good________ fair________ poor________

17. How would you rate the materials and equipment in the CRIB?

outstanding________ good________ fair________ poor________

18. How would you rate personnel services in the CRIB?

outstanding________ good________ fair________ poor________

19. What additional materials or equipment in the CRIB would be helpful to you?

20. In your opinion, how would you evaluate students' reactions to the hands-on projects?

Most positive______ Somewhat positive______ No opinion______
Positive ______ Negative ______

21. In your opinion, how would you evaluate students' reactions to your total career education unit?

Most positive______ Somewhat positive______ No opinion______
Positive ______ Negative ______

STUDENT EVALUATION FORM FOR CAREER EDUCATION UNIT

GRADE____________________ SEMESTER________________ DATE__________________
(1st or 2nd)

SUBJECT MATTER AREA____________________ NAME______________________________
(optional)

Please answer each question by being as honest as you possibly can. The questionnaire will be used to help evaluate the career education project as to how successful it has been and how valuable it was to you as a student.

1. How many careers have you learned about in this particular class?

   None 1 2 3 4 5 6 More

2. How many field trips have you been on in this class to learn about careers?

   None 1 2 3 4 5 6 More

3. How many people from business or industry have come to your class?

   None 1 2 3 4 5 6 More

4. How many times were you able to use the CRIB (Career Resource Information Bank) located in the library?

   None 1 2 3 4 5 6 More

5. Was the CRIB interesting and valuable to your career exploration activities?

   Not at all______ Some______ A lot_______

6. How many times have you discussed careers with one or both of your parents since starting career education?

   Not at all______ Some______ A lot_______

7. How do your parents feel about you having the opportunity to study careers in school?

   No expressed feelings at all_____ Good_____ Very good_____

8. How much have you learned about yourself in relation to choosing various careers?

   Nothing_____ Some______ A lot______

9. How much have you learned about decision making in relation to choosing careers?

   Nothing_____ Some______ A lot______

10. How would you evaluate your field trip experiences in this class?

No opinion______ Fair______ Excellent______
Poor ______ Good______

11. How would you evaluate the speakers who visited your class?

No opinion______ Fair______ Excellent______
Poor ______ Good______

12. How would you evaluate your hands-on project in this class?

No opinion______ Fair______ Excellent______
Poor ______ Good______

13. How many times have you talked with your counselor about careers since starting this class unit?

None 1 2 3 4 5 6 More

14. How do you personally feel about having the opportunity to study careers?

No opinion ________ Good ________
Not very good________ Very good________

15. Has studying careers in this particular class made your subject (math, English, science, etc.) more interesting and important to you?

No opinion__________ Yes__________ No__________

16. Would you like to have the opportunity to continue your studies of career opportunities beyond this year?

Yes__________ No__________

17. How many times have you completed this same questionnaire? Please include this one in your total count.

1 2 3 4 5 6

INSTRUMENTAL MUSIC

I. Rationale

Careers in music are neatly divided into three classifications: performing, writing, and teaching. But there the neatness ends. When a man tells you that he is a musician, he has given you nothing but the vaguest notion of what he does for a living. Does he play or conduct? Does he arrange or compose? Perhaps he teaches, or possibly he earns his living by working in two or even all three categories. But what precisely does he do? For what specific kind of work does his training and experience prepare him and what kinds of music is he involved in? In this unit, one should be able to see that there are a large number of areas in which the musician may practice his craft.

II. Overall Objectives

A. To give the student an awareness of his own likes and dislikes as well as his own aptitudes for music.

B. To give the student a chance to decide on one or more fields of music to study.

C. To acquaint the student with the various career possibilities related to the field of instrumental music and as many other related musical fields as possible.

D. To show the special preparation required by each different career.

E. To give students a chance for participation in at least one career in music.

F. To demonstrate that each career requires different knowledge, abilities, and attitudes.

III. Specific Performance Objectives

A. Students will take a music aptitude test such as the Selmer aptitude test as well as a test indicating the student's likes and dislikes of types of music as well as different kinds of performing groups.

B. Students will search for materials showing information on the different careers in music. These materials will be presented in class.

C. Students will take part in an on-the-job training experience in a student instrument repair shop and possibly with a local music store repairman in his shop or at the student's shop.

D. Students will attend a rehearsal of the Idaho State Civic Symphony or the Pocatello City Stage Band and interview some of the members as to requirements of being a member of the organization. These interviews will be presented to the class.

IV. Unit Overview

A. Monday: Administer Selmer Aptitude Test and The Like and Dislike Test.

B. Tuesday: Discuss results of the Aptitude test with students pointing out both strong and weak points and review the like and dislike test indicating how they apply to different careers in music.

C. Wednesday: Show students the cluster of musical careers available and review with students where this information can be found. A visit to the media center where these materials will be on display will take the last part of the period. Require students to bring information on interesting careers in music to class Thursday for discussion.

D. Thursday: Using material found by students, refer to the chart showing musical careers and the level of skills or education required for each one. A guest musician such as composer David Friend may relate requirements for some music jobs not found by students.

E. Friday: Review materials covered during the next week and have each student prepare a job description covering any area of music they may be interested in. This description will be presented on Monday.

F. Monday: Have student reports on job description.

G. Tuesday: Have students make up an interview to be held with a musician and have them rehearse the interviews in class.

Field Trip: Students may attend the evening rehearsal of the Idaho State Civic Symphony at Goranson Hall or the rehearsal of the Pocatello City Stage Band at Pocatello High School at which time the best of the students interviews will be used with musicians of these organizations.

H. Wednesday: Review the field trip and compare the information gained with the job description information from Friday. Have students relate their observations of musicians at work.

I. Thursday: Show filmstrip on instrument repair and with the help of a local music instrument repairman set up an instrument repair shop.

J. Friday: Review objectives (have verbal question-answer period with students covering information gained during the past two weeks and how it could be improved for future presentation.

CAREERS RELATED TO MUSIC

Levels	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or Above	Impressario Music Store Manager			Music Teacher Elementary High School College	Composer Chorus Master Conductor Choir Master Music Critic Opera Singer Orchestrator
II H.S. plus Technical	Salesman, Music & Musical Instruments		Music Director, Camp Pro.	Music Teacher Private	Arranger Music Librarian Organist Pianist Violinist Accompanist
III H.S. Graduate	Sales Clerk, Music Store	Musical Instrument Repairman Organ Tuner Piano, Repairman Tuner Stringer Violin Maker Violin Repairman			Instrument Musician Dance Band, Orchestra Singer
IV Less than H.S. Graduate					Stage Hand

PHYSICAL EDUCATION

I. Overall Objective

The purpose of this unit is to give the student an opportunity to find out about the skills, education, and activities involved with choosing a career which is related to physical education.

II. Rationale

In response to the obvious fact that the majority of local students do not complete college, there is an observable need to provide all students with a program of career exploration and orientation for all levels of training commensurate with ones own needs, talents, and interests.

III. Specific Performance Objectives

A. At the completion of the unit, each student will be able to list on an objective exam at least five physical education-related occupations from each of the four levels (B.A. or above, H.S. plus technical, H.S. graduate, less than H.S. graduate).

B. Each physical education student will research at least one physical education-related occupation that is closely related to their own interest and talents. The research will be recorded on a job analysis form and filed in the student binder.

C. Upon completion of at least two class periods in the CRIB, each physical education student will have completed one job analysis form on three different physical education-related careers; all forms will be filed in the student binder.

D. At the completion of classroom instructions and a demonstration of taping and wrapping by the district athletic trainer, each student will demonstrate his own ability to tape and wrap an injured ankle and knee.

IV. Learning Activities

A. Self-awareness
1. Administer a pre-post test concerning the student's knowledge of careers related to physical education. (See Appendix A)
2. Administer a self-evaluating scale relating to careers within the physical education cluster. (See Appendix A)

B. Career Awareness
1. Prepare a job and education level chart relating to the physical education cluster. (See Appendix B)

2. Prepare an A through Z chart relating to the physical education cluster.

C. Decision-making skills
   1. Require each student to choose three careers they would like to explore in the physical education cluster.
   2. Allow the students to choose a guest speaker for classroom presentation.
   3. Each student will choose one career related to their own interest, aptitude, and talents for in-depth research.

D. Career Exploration
   1. Using the CRIB, each student will briefly explore three careers related to physical education.
   2. Each student will report on an in-depth study of one physical education career. This report will include the following information:
      a. necessary job skills
      b. personal characteristics needed
      c. job duties
      d. training required
      e. availability of jobs
      f. anticipated salary
      g. how it relates to community needs.

E. Hands On Activities
   1. Guest speaker providing a demonstration
   2. Completion of hands on demonstration model. (See Appendix C)

V. Sources of Information

A. CRIB
B. Athletic trainer
C. Parents
D. Athletic coaches

VI. Materials List

A. 4" ace bandage
B. 2" ace bandage
C. Foam rubber
D. Adhesive tape

PRE AND POST TEST

Fill in the blanks:

1. List three jobs you would like to do that are related to physical education:

2. List three characteristics that would make you desirable to an employer in the field of physical education:

3. List three reasons why you want to work in the physical education field:

4. List three reasons why you would not want to work in the field of physical education:

5. List three people who are working in the physical education field that you know, but who are not teachers:

6. List three subjects in school that you feel are important in the field of physical education:

7. List three things an employer in the field of physical education would look for in hiring you for a job:

Answer yes or no to the following questions:

	Yes	No
Do you like sports?		
Do you like to work with your hands?		
Do you like to be around people?		
Do you like school?		
Do you like to be the leader?		
Are you good in learning math?		
Are you good in learning English, spelling, and writing?		
Are you good in learning to read?		
Are you good in athletics?		
Are you a leader?		
Are you intelligent?		
Do people like you?		
Are you easy to get along with?		
Do you like to work outdoors?		
Do you like to take orders?		
Can you make a decision?		

APPENDIX B

CAREERS RELATED TO PHYSICAL EDUCATION AND HEALTH

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or Above	School Nurse Camp Director Community Recreation Leader Health Educ. Leader Playground Director Athletic Trainer		Physical Therapist Research - Physiological Sanitary Engineer Recreation Therapist Occupational Therapist Hospital Rehabilitation	Park Supervisor	Teacher, Physical Ed. Sports - Columnist, Editor Announcer Writer	Athletic Coach College, High School Sports Cartoonist
II H.S. plus Technical	Playground Worker	Sporting Goods Store Manager Salesman	Golf Club Maker			Aerialist Choreographer Dancer Dance Teacher Professional Athlete
III H.S. Graduate	Community Center Worker Athletic Manager Time Keeper Umpire Golf Course Ranger Lifeguard Masseur Referee Camp Counselor			Green's Keeper Golf Pro. Tennis Pro.		
IV Less than H.S. Graduate	Caddie Recreation Facility Attendant Attendant: Swimming Pool Tennis Court Golf Club			Hunting & Fishing Guide		

HANDS ON DEMONSTRATION MODEL

Athletic Trainer

I. Material Used:

The hands-on demonstration model or kit would include a body with the injured parts marked on it. Foam rubber, ace and elastic bandages, and athletic tape will be the other items used in the kit.

II. Areas Covered.

The heel, ankle, shin, and the knee will be the injured parts on the body covered in this kit.

III. Information of What an Athletic Trainer Does:

Did you ever wonder who takes care of the injured players in athletics? Who helps the athletes get ready for a contest? Who makes the arrangements for hotel accommodations and for the transportation?

The occupation of an athletic trainer is very important in the field of athletics. This person is needed on all levels, from little league to the professional ranks.

Here are just a few of the things a trainer does on his job: improves the physical fitness of athletes for various sports; prescribes routine and corrective exercises to strengthen muscles; recommends special diets for athletes; massages parts of the athletes' bodies to relieve them of pain; gives first aid to injured persons and promotes their healing; calls in physicians for injured people as required.

An athletic trainer is a very respected person in his field. Players and coaches could not get along very well without him. The athletic trainer has a function in more places than just in athletics. Wherever there is physical activity, a trainer is needed.

In this kit, you will have a chance to do some of the things a trainer does every day.

There are four problem areas. Each area has one main statement with four questions. See if you can answer the questions and perform the things needed to help correct the problem.

IV. Hands On Project

A. Problem Area--Heel
   1. Question: Subject says it hurts when he puts pressure on his heel.
      a. What should you look for first?
      b. What should you feel for first?

    - c. Is this diagnosed as a bone bruise?
    - d. What should be done for the heel?
  - 2. Answers
    - a. Swelling and bruises.
    - b. Touch the heel and feel for swelling and pain.
    - c. Yes.
    - d. Foam rubber should be cut to fit the heel and used as a padding.

B. Problem Area--Ankle
  - 1. Questions: Subject says he cannot walk on his foot.
    - a. What should you look for first?
    - b. What should you feel for first?
    - c. Is this diagnosed as a sprained ankle?
    - d. What should be done for the ankle?
  - 2. Answers
    - a. Swelling and bruises.
    - b. Touch the ankle and feel for swelling and pain.
    - c. Yes.
    - d. Ice should be put on the swelling part of the ankle. After awhile, an ace bandage should be wrapped in a figure eight style around the ankle for comfort. Tape should be used on the ankle after the swelling goes down.

C. Problem Area--Shins
  - 1. Question: Subject says that the lower front of his leg hurts when he runs.
    - a. What should you look for first?
    - b. What should you feel for first?
    - c. Is this diagnosed as shin splints?
    - d. What should be done for the shins?
  - 2. Answers
    - a. Swelling and bruises.
    - b. Swelling and pain.
    - c. Yes.
    - d. Ice should be put on the swelling part of the leg. Heat should be put on the leg after the swelling goes down. Tape should be put on with long strips in a cross-over fashion. Tape should now be put on circling the long strips. The subject should be told not to walk with his toes pointed in.

D. Problem Area--Knee
  - 1. Question: Subject says his knee hurts when he walks.
    - a. What should you look for first?
    - b. What should you feel for first?
    - c. Is this diagnosed as a sprained knee?
    - d. What should be done for the knee?
  - 2. Answers
    - a. Swelling and bruises.
    - b. Swelling, pains and movement of the knee.
    - c. Yes.
    - d. Ice should be put on the swelling part of the knee. After awhile an elastic bandage should be wrapped in figure eight style around the knee for comfort. When the swelling goes down, heat should be put on.

SOCIAL STUDIES

I. Overall Objectives

A. Self-awareness. Every student will be personally responsible for evaluating the components that make up their own self image.

B. Decision making skills. Every student will be able to experience and/or simulate the actual techniques and strategies of decision making as they relate to choosing a career compatible with a realistic self image.

C. Career Awareness. Every student will appraise the possibility that his future will include a career; also students will review their own attitudes about the twin philosophies that stereotype career roles for men and women will not be valid in the future and that all types of work command dignity and respect.

D. Career Exploration. Every student will be exposed to both actual and simulated career experiences that will involve community employers and employees.

E. Hands on Demonstration Project. Every student will have the opportunity to simulate an actual work experience in a protected (without fear of failure) classroom environment.

II. Rationale. In response to the obvious fact that the majority of local students do not complete college, there is an observable need to provide all students with a program of career exploration and orientation for all levels of training commensurate with one's own needs, talents, and interests.

III. Specific Objectives

A. Self-awareness
1. Interests. Each student will list the degree of his own interest in things recreational, scholastic and social when given a survey.
2. Aptitudes and abilities. When given a survey sheet, each student will mark the degree of his ability in the areas of psychomotor skills, personal relationships, creative potential, and academic performance.
3. Needs. When given a survey sheet each student will list the degree he feels the need for things such as acceptance, success, and self-pride.
4. Attitudes, prejudices, and values. Each student will list the strength of his feelings on personal and social issues when given a survey. And as a result of this unit each student will be able to list at least one personal bias about the world of work or work roles.
5. Limitations. When given a survey each student will list the degree to which he perceives himself lacking in the areas of physical/athletic skills, intellectual capacity, and emotional maturity.

B. Decision Making

1. As a result of this unit, students will be cognizant of how a person's present life style often dictates a career selection and shows this by developing one original example (ex: the salary a person would find acceptable in a job depends on what manner of living he was accustomed to.)
2. Students will collect sufficient information about at least one career choice to make a decision about whether or not they are interested in that career.
3. Students will make at least one decision that simulates an actual decision made on a job.
4. As a result of this unit and through decision making practices that stress the advantages and disadvantages of each career decision, students will list in writing their top three priorities in selecting a career (i.e. money, hours, interest, etc.)
5. As a result of this unit, students will be allowed to analyze the names and descriptions of the four most common decision-making strategies in order to distinguish their own strategy when confronted with a career decision selected by the teacher.
    a. wish strategy--"choose what you desire most"
    b. safe strategy--"choose the most likely to succeed"
    c. escape strategy--"choose to avoid the worst"
    d. combination strategy--"choose both the most likely to succeed and the most desirable."

C. Career Awareness

1. Students will list five careers related to the social studies cluster; five occupations in the occupational cluster known as technical/engineering; and five careers in the occupational cluster known as public service as per Rodney Hale and Clifford Helling Career Developing Concept (at completion of this unit.)
2. Students will be able to discuss the relationship between the classes they are now taking and one career choice.
3. Students will inventory their own attitudes about the value of all types of work after viewing a picture presentation of jobs.
4. To complete an oral questionnaire on the changing role of men and women, students will analyze their own and other's attitudes.
5. From observation students will collect two examples of the part getting along with others plays in a career.

D. Career Exploration

1. Students will participate in at least one field trip to a job site related to social studies, public service, or the technical/engineering clusters.
2. Students will be expected to identify the following for at least three possible career choices: (as a result of direct observations or interviews or research in CRIB or any combination of these opportunities)
    a. job duties
    b. level of training needed
    c. kinds of skills the job requires
    d. personal characteristics needed
    e. availability of jobs
    f. salary ranges
    g. working conditions and pressures

3. Students will perform at least one actual job task.
4. Students will compile a list of vocabulary terms and meanings used in one or more career choices (at least ten)
5. Students will inspect the materials and services (and do at least one assignment) available through the CRIB to acquire knowledge of its services and information.
6. After discussing the hands-on demonstration project, students will express in their own words how careers are interdependent.
7. As a result of interviews, role playing, and guest speakers, students will be more aware of the effect employer's values and expectations have on a student's future in respect to career entry and advancement.
8. Students will complete a chart giving at least two possible careers for themselves in various fields at each of the following levels of training: (See Appendix for chart.)
   - a. B.A. or above
   - b. High school plus technical
   - c. High school graduate
   - d. Less than a high school graduate

E. Hands On Demonstration Project

1. Students will know at least three tools used by a city planner and related occupations necessary to operation of city.
2. Students will know at least three duties of a city planner and related occupations necessary to operation of a city.
3. Students will simulate at least three decisions or tasks performed by a city planner and related occupations necessary to operation of a city.
4. Students will become more interested in city planning and related occupations necessary to operation of a city.
5. Students will see the need for city planning and related occupations necessary to operation of a city.

IV. Unit Overview

A. Plan: This unit will be presented in three segments with the first week devoted to hands on experiences necessary to the operation of a city; a second week given to creating self-awareness and career awareness; and a final segment involving actual career exploration and follow-up.

B. First week

1. It is expected that a prime motivator for career exploration will be the individual and group experiences with hands on project relating to:
   - a. occupations necessary for the smooth functioning of a city such as sanitarian, fireman, policeman, etc.
   - b. occupations involved in construction and design of city services such as city planner, architect, traffic engineer, surveyor, etc.
2. Basic kit for hands on project: At least one large 6'x 6' street layout on HO scale patterned after the two-block area near the school, scale models of buildings (HO scale to match layout) and accessories such as trees, fences, telephone poles, street lights, etc. Plastic building blocks for creating new objects and an ample supply of modeling clay and assorted colors of construction paper. Also helpful are tape, rulers, T-squares, scissors, graph paper, and a city street map.

3. Tasks involved in hands on kit: Divide classes into two basic categories, one dealing with construction and the other with city management. Further divide the latter into departments such as police, parks, street, fire, city planning, public works, sanitation, etc., with students making their own choices. Have each department compile a list of projects for the improvement of the area near the school and under the guidance of a city manager, select a few priorities from each area to submit to city planners and construction workers to put into action on street layout. Stress is placed on each individual to see that his part of the hands on project is carried to a successful conclusion and fix responsibility for all failures.
4. As students elect to perform tasks in the various city departments, lead into a discussion of services and occupational opportunities provided by municipalities.
5. Have classes take a walking tour of several blocks near school to observe examples of city services and the necessity of planning for the future of this area.
6. Secure parental permission for students to make field trips during school time and encourage parents to become involved--by sending a letter home with students.
7. Form classes into small groups between 5 and 15 each and let students pick choice of several field trips to take place over a period of one to two weeks. Arrange trips in advance with as many places as possible related to the hands on project. Suggested field trips include visits with police, fire department, architects, city planners, engineering and surveying firms, post offices, etc. The teachers should try to accompany each visit.
8. Give a structured interview form to go with each student on the field trip and on return to class have one group member report data gathered to class. (See Appendix)

C. Second week
1. Wind up the hands on project with a class evaluation by discussion on the success of their attempt to redesign and improve the neighboring blocks. Have each "city" department report on whether or not the planners, designers, and construction workers did an adequate job--attempt to fix responsibility for any failures.
2. In the above discussion, encourage self awareness based on personal experiences incurred while working with the hands on model. For example: some students may have discovered they were too "bossy," some may have found it difficult to work with others, and some may have found they lacked the patience to complete an involved task.
3. Administer the Rate Yourself Survey for a volunteer self evaluation of each student's interests, abilities, limitations, and attitudes. (See Appendix.) The teacher should read and explain the items on this inventory.
4. Divide into groups according to the places they visited on the field trips and using the accumulated data and observations of these experiences have each group select what they believe would be the top ten most desirable qualities (from the Rate Yourself Survey) for those occupations. Compare the lists of each group on the board. Note which items (such as the need to get along with others or accept responsibility) appear on more than one list and discuss whether there are some things important in all types of occupations.

5. To acquaint students with the uses and material in the CRIB (Career Resource Bank) have each student complete a chart showing five careers they might be interested in at each level of educational training: B.A., High School, High School + Technical, and less than high school.
6. A list of course offerings the students are taking this year put on the board should then provide a springboard for students to volunteer ideas as to how this year will relate to their future (career?)
7. Another motivating activity to introduce career awareness will be to line up ten pictures at a time of various occupations along the board, then at random give ten people each a tag bearing a job title and ask them to attach it to the correct picture.
8. Following the successful completion of this matching, ask each person to list in order which job they see as being most valuable to society to least among those ten pictured. Then do this again in a small group and compare their lists. This will be an excellent place for discussion about where and why we get our attitudes.
9. Select two job titles such as doctor/truck driver and let students decide which interests them more, then show pictures and/or read more on these two, jot descriptions, and redecide. Does more information make the choice easier? Repeat with different examples if time permits.
10. Set up a problem situation where interest in a job conflicts with money to be earned and let students role play their decision and then discuss what part their own values and attitudes played in the final choice and summarize the kinds of strategies that are commonly used in making career decisions. Can the class think of other such examples of their own?
11. Ask a few questions that are controversial about the role of women in careers and school for small groups to answer together and discuss their answers (for example: should girls be allowed to take woodworking?)
12. Have each person collect two examples of what part getting along with others plays in a career and report them to the whole class. Can social studies (discuss) help develop this ability in getting along with others?
13. All students will be given one sheet of 12" x 18" construction paper and show how to construct a collage following the theme of "Themselves--Now and in the Future" which may better illustrate the idea of self image to many students and also logically evaluate the degree of career awareness. An example will be available for closer study beforehand. Most students will need at least four-five days for this; but it is a good idea to collect the earlier ones and display them on the bulletin board.

FIELD TRIP OBSERVATION

DATE______________________________TEACHER______________________

PLACE VISITED____

Directions: Select a worker you observed and/or talked with and complete the following:

Part 1

1. Worker's Job Title____
2. Worker's Duties:
   a. list only things which they say in this space:

   b. list additional things you observed (saw) here:

3. What tools and equipment does this person use? List and then circle those you saw them actually using, plus any additional ones not already listed.

4. Make a list of things you learned or observed about their working conditions: (pay, hours, extra duty, hot/cold, dangerous, etc.)

5. Worker's Qualifications
   a. Training (circle one which applies to worker)

      HIGH SCHOOL COLLEGE BUSINESS SCHOOL CORRESPONDENCE COURSES

      TECHNICAL SCHOOL ON-THE-JOB TRAINING OTHER______________

   b. What is minimum age for this job?____________.
   c. What other requirements must be met for this job (such as strength, good eyesight, passing a test, etc)

   d What school subjects and skills did this worker find most useful (such as math, typing, speech, sports, mechanics, etc)

   e. What kind of personality is most helpful in this job (helpful of others, ambitious, quiet, outgoing, etc)?

Part 2

Do you think this job would hold your interest, pay enough, etc to satisfy you?

Part 3

Observe (IF TIME PERMITS) Record and keep a written log (diary) of everything a worker did during a five-minute period

RATE YOURSELF

Directions. After each item check only one box. All are strictly VOLUNTARY and you do not have to answer any you're undecided on or object to.

	VERY HIGH	HIGH	FAIR	LOW	NOT AT ALL
1. strength					
2. endurance					
3. coordination					
4. team sports					
5. individual sports					
6. delicate and detailed work					
7. hearing					
8. eyesight					
9. musical talent					
10. mechanical					
11. enjoy nature & outdoors					
12. good with hands					
13. math					
14. writing					
15. scientific					
16. enjoy staying at home					
17. clerical skill (type, copy)					
18. enjoy listening to music					
19. enjoy reading					
20. artistic (draw, paint, design)					
21. wants to be with family					
22. money's important					
23. well organized, plans					
24. popularity's important					
25. education's important					
26. keeps "cool" in emergencies					
27. power is important					
28. emotional					
29. has many friends					
30. prefer fewer (but close) friends					
31. sympathetic listener					
32. work well with others					
33. mature					
34. enjoy meeting other people					
35. would rather work alone					

	VERY HIGH	HIGH	FAIR	LOW	NOT AT ALL
36. Shows concern for other's feelings					
37. patient					
38. accept criticism					
39. likes to control others					
40. want to be included in other's activities					
41. prefer to be controlled by others					
42. like to include others in plans					
43. follow directions					
44. volunteer to do all work when others refuse to do any					
45. Need affection, praise					
46. work well under pressure, strain, deadlines					
47. give affection and praise to others					
48. can work alone without constant supervision					
49. show leadership					
50. sit back and let others do work					
51. tact					
52. self-control					
53. enjoy speaking to groups					
54. good money					
55. tolerates frustration					
56. finish what you start (persist)					
57. originality, imagination, creativity					
58. neat in work & habits					
59. good health, attendance					
60. dress and grooming neat					
61. pleasant voice					
62. objective (see both sides of an issue)					
63. confidence in self					
64. good judgment					
65. like to be alone					
66. good vocabulary & diction					
67. willing to defend your ideas					
68. enjoy acting, drama					
69. honest					
70. reliable					
71. punctual (on time)					
72. want to work					

CHART TO COMPARE TRAINING AND EDUCATIONAL LEVELS

Give five or more you're interested in at each level of training

B.A. or B.S.	HIGH SCHOOL PLUS VOCATIONAL, TECHNICAL, BUSINESS, ETC	HIGH SCHOOL	LESS THAN HIGH SCHOOL
1.	1	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

SPEECH

I. Overall Objectives

A. Career awareness will be taught and applied by completing selected exercises, studying the cluster concept, and playing games.

B. Career exploration will be provided through resource speakers, field trips, worker interviews and career research.

C. Hands-on projects will be provided through tape recording a worker interview, video-taping a field trip, demonstrating a product in the sales speech and completing a magazine subscription form.

D. The relevance of oral communication skills in the world of work will be demonstrated through the sales speech, worker interviews, resource speakers, and field trips.

II. Rationale

The justification for this unit in oral communication is that there is a vast job market for those with speaking skills. The unit will enable the student to investigate and analyze various speech-related occupational opportunities. It will demonstrate the importance of correct verbal communication for future employment. It will also aid the student in securing the right job according to his personality, interests and abilities.

III. Specific Performance Objectives

A. Career awareness will be taught and applied through playing charades, studying the cluster concept and completing selected written exercises.

B. The student will recognize the importance of obtaining the right job for individual satisfaction by viewing and discussing filmstrips, by interviewing three workers, and by reporting orally the results of the interviews.

C. The student will be able to identify the value of work to both society and the individual through worker interviews, field trips, and by listening to resource speakers.

D. The student will better understand the relevance of oral communication skills to the world of work (which he will list) after completing the salesman interview, sales speaking, and magazine selling.

E. The student will explore various occupations in the English cluster by participating in two field trips, hands on projects, role playing, worker interviews and career research.

F. The student will identify and gain insight into alternate careers within the English occupational cluster by researching a minimum of two occupations.

IV. Unit Overview

A. Plan

"Careers in Oral Communication" will not be presented as a separate and distinct unit in itself, but rather will be integrated into the total semester speech program. It is anticipated that the course as outlined below will involve approximately three weeks.

B. Schedule of events

1. Choosing goals
   - a. Filmstrip--Job Attitudes: Liking Your Job and Your Life
   - b. Goals--Discovery (a roomset of booklets)
     - (1) "Guessing About the Future"
     - (2) "Choosing Goals Wisely"
     - (3) "Using Your Courses"
   - c. Charades--acting out various careers
2. Worker interviews
   - a. Role playing
   - b. Two interviews
     - (1) A parent
     - (2) Another worker
   - c. Reporting
     - (1) Play tape recording to class of one interview
     - (2) Written report on the other
   - d. Evaluation
     - (1) Compare fields of work and levels and education
     - (2) Discussion on job satisfaction
     - (3) Discuss ability to communicate
3. Resource speaker--"The Value of Jobs in the Entertainment Field to Both Society and the Individual"
   - a. Lecture
   - b. Question and answer
   - c. Evaluation
4. Field trip--small groups to various speech-related businesses such as radio and T.V. stations.
   - a. Discuss job opportunities and speaking skills
   - b. Evaluation of field trip
5. The relevance of oral communication in the world of work
   - a. Filmstrip--English on the Job: Listening and Speaking
   - b. Resource speaker
     - (1) Lecture
     - (2) Question and Answer
     - (3) Students will be able to identify such skills as correct grammatical usage and persuasion
6. Field trip--visit various departments at Idaho State University such as the Speech and Drama Department, Pre-Law and Merchandising
   - a. Students to be divided into small groups
   - b. Evaluation
     - (1) Job opportunities
     - (2) Relevance of speaking skills
     - (3) Compare fields of work and levels of education

7. Sales speech
    a. Salesman interview
        (1) Written interview--report
        (2) Oral report to class
    b. Product research
    c. Sales speech involving the demonstration of a saleable product
8. Career research
    a. Puzzle
    b. Cluster concept
    c. CRIB
        (1) Each student research a minimum of two English-related careers
        (2) Written reports
9. Magazine selling--dual purpose
    a. Practical experience in actual selling
    b. Raise money for a worthwhile school project

V. Learning Activities

A. Community resources
1. Field trips
    a. Small groups to speech-related businesses
    b. Various departments at Idaho State University
2. Resource speakers
    a. A speaker to discuss "The Value of Jobs in the Entertainment Field to Both Society and the Individual"
    b. A speaker to discuss "The Relevance of Oral Communication in the world of work"

B. Hands-on projects
1. Video tape a field trip
2. Magazine subscription form
3. Demonstration of a product in the sales speech
4. Tape recording of worker interviews

C. Job interviews
1. Role playing
2. Actual job interviews
3. Tape recordings
4. Oral reports

D. Speech assignments
1. Sales speech
2. Oral reports on worker interviews

E. Magazine selling

F. Games
1. Charades
2. Who Am I?

G. Filmstrips
1. "Job Attitudes: Liking Your Job and Your Life" (Eyegate)
2. "English on the Job: Listening and Speaking" (F155 School)

H. Research
  1. CRIB
  2. Research table in the classroom

VI. Sources of Information

A. Parents on worker interviews
B. Business and industry employees as speakers
C. Business employees for worker interviews
D. Counselors
E. Library
F. Audio Visual director of School District #25

VII. Materials

A. Equipment
  1. Television camera
  2. Filmstrip projector
  3. Tape recorders
  4 Cassette tapes
  5. [illegible]

B. Magazine subscription forms

C. Test: "Career Awareness in Oral Communication"

D. Mimeographed Forms
  1. Puzzle
  2. Job Identification Facts
  3. Career Research Exercise
  4. English Cluster
  5. Field Trip Observation
  6. Salesman Interview
  7. Evaluation of Field Trip

E. Books
  1. HOW TO USE THE DICTIONARY OF OCCUPATIONAL TITLES
  2. DICTIONARY OF OCCUPATIONAL TITLES, U.S. Dept. of Labor
  3. OCCUPATIONAL OUTLOOK HANDBOOK, U.S. Dept. of Labor
  4. YOUR JOB IN SELLING, Robert Lister
  5. YOU AND YOUR JOB, Blackledge, and Blackledge, and Keiley

F. Pamphlets
  1. "Is a Sales Career for You?" Idaho State Employment Office
  2. "Occupational Guide--Salesperson," Idaho State Employment Office
  3. Careers in Television," National Association of Broadcasters
  4. "Careers in Speech," Speech Communication Association

G. Filmstrips
  1. "Job Attitudes: Liking Your Job and Your Life," K 75
  2. "English on the Job: Listening and Speaking Skills," F 155, School District #25

CAREER AWARENESS IN ORAL COMMUNICATION

PRE-POST TEST

1. List six occupations related to oral communication.

2. List three reasons why you think a career in oral communication would be desirable.

3. Name six oral communication skills that are important in getting and keeping any job.

4. Name three jobs in oral communication that use your skills.

5. Name six personal qualities that contribute to job success.

6. Name three reasons why you think your parents enjoy (or don't enjoy) their jobs.

7. Why is liking one's job important?

8. What is the function of a salesman in our economic system?

9. What value is there in work other than earning money?

The study of English is important to become a:

S	A	L	E	S	M	A	N	B	Y
A	C	R	E	T	I	R	W	L	C
R	T	E	A	C	H	E	R	I	L
E	R	F	P	E	O	P	E	B	E
R	E	J	N	O	K	O	Y	R	R
U	S	I	M	L	E	R	W	A	G
T	S	E	C	R	E	T	A	R	Y
C	E	J	U	D	G	E	L	I	N
E	D	I	T	O	R	R	G	A	A
L	T	Y	P	I	S	T	D	N	N

Can you find 15 careers?

JOB IDENTIFICATION FACTS

Title____________________ Firm____________________

1. Why are you working?____________________
   a. Are you the major wage earner in your family?__________
   b. Do you enjoy your work?____________________
   c. Why did you choose this type of work?____________________
   d. Is this the type of work you plan to stay with in the future?________
   e. Have you ever thought of quitting?____________________

2. How hard do you work?____________________
   a. Can you determine your overtime?____________________
   b. What kind of work load do you have?____________________
   c. What are your hours?____________________
   d. Salary? Minimum______________ Maximum______________
   e. Other fringe benefits____________________

3. Are there pressures, strains, or anxieties in your work?__________

4. What special problems do new employees frequently have in adjusting to the job?____________________

5. What are the most important personal characteristics for being successful on the job?____________________

6. What other requirements are necessary for the job?__________
   a. education?____________________
   b. special skills?____________________
   c. on-the-job training?____________________

7. In your opinion, what are the opportunities for advancement in your job?

8. Are you secure in your job?____________________

9. Do you get enough recognition from your work?______________

10. What are your attitudes toward unions and union membership?__________

11. Would you object to working with someone in a minority group?________

12. Do you want to have your son or daughter follow in your footsteps?______

CAREER RESEARCH EXERCISE NUMBER______

____
(Student's Name)

Using the CRIB and other materials, research at least two careers, of your choice, in the English Cluster. Supply the following information (write neatly and in ink.)

1. Name of occupation______________________________
2. What skills are needed?______________________________
3. What education is required?______________________________
4. What is the salary range?______________________________
5. What are the fringe benefits?______________________________
____
____
6. What is the actual work procedure? (What work is typically performed?)___
____
____
7. How does the future look?______________________________
____
____
8. What hours and days are worked?______________________________
____
9. What prospects are there for advancement?______________________________
____
10. Where are most of these jobs available?______________________________
____
11. What personal qualifications are required?______________________________
____

List at least two sources on the back giving the name of the source and the library number.

SALESMAN INTERVIEW

Name of Student ______________________ Firm ______________________

A. Employee Information

1. Name of employee ______________________
2. Name of position ______________________
3. Do you enjoy selling? ______________________
4. Have you ever thought of quitting? ______________________
5. What kind of work load do you have? ______________________
6. Are there pressures, strains or anxieties in your work? ______________________
____
7. Are there opportunities for advancement in your work? ______________________
8. How much education is required for your job? ______________________
9. What are the important personal characteristics for being successful as a salesman? ______________________
10. What is the minimum wage? ______________ Maximum? ______________
11. In what way are sales people important to the economy of the nation?
____
____

B. Product Information--name of product ______________________

1. What is the name of the manufacturer of the product? ______________________
2. Is the company reliable? ______________________
3. What are the advantages of the product? ______________________
4. What are its special features? ______________________
____
5. Is the product guaranteed? ______________ For how long? ______________
6. How much does it cost? ______________________
7. Do you sell on the installment plan? ______________________
8. How much is the down payment? ______________________
9. Is there a carrying charge? ______________________
10. Can the product be repaired? ______________________
11. Do you take trade-ins? ______________________
12. Is a discount allowed for cash? ______________________

FIELD TRIP OBSERVATION

DATE________________________ TEACHER________________________

FIRM____

Choose a specific job and conduct a job analysis using the following outline:

1. Occupational title________________________________

2. Purpose of job

3. Worker duties

4. Tools, materials and equipment used

5. Worker qualifications (skills, training, experience)

6. Amount of supervision

7. Working conditions and hazards

8. Promotional relationships

9. Relationships to other jobs in firm

10. Advantages

11. Disadvantages

12. Relevance of public suchool education for their job

13. Comments

TYPING

Objectives

1. Help the students understand they should be thinking of a career.
2. Help students understand the many possible careers available to them.
3. Expose students to at least two careers.

Self-Awareness

The students need to become aware of their interests and how these interests, likes, and dislikes will affect their career choice.

Each student will be given the following survey to help them see their interest in relation to characteristic requirements at a business-type career.

Scale:

1. Enjoy this type of situation or characteristic.
2. Like this type of situation or characteristic.
3. Dislike this type of situation or characteristic.

Place a checkmark on the blank that most explains your feelings:

	1	2	3
1. Do you like working inside?			
2. Would you like working at a desk for eight hours?			
3. Do you enjoy typing?			
4. Do you like working close with other people?			
5. Would you enjoy working outside?			
6. Do you like working with office machines?			
7. Do you enjoy filing material?			
8. Do you enjoy meeting people and talking with them?			
9. Would you like the responsibility of keeping the business well stocked?			
10. Would you like just sitting at a desk all day typing?			

Decision Making Skills

Students will be exposed to a minimum of two careers in the typing cluster. They will find out the characteristics, training needed, qualifications, and employment outlook of these two careers. Then they will match their interests with these careers to see how they come out.

Career Awareness

Will discuss with the students the different types of careers that are available in this cluster. Help them become aware of the many fields available.

Career Exploration

Students will visit at least two businesses and spend time exploring the career they are interested in. They will spend three hours in the CRIB exploring business careers.

Resource people will be asked to come in and discuss their career with the kids. Filmstrips will be used when available along with class discussion.

Rationale

Help the students become aware of themselves and the world of work so that they can better make a wise career choice.

Plan:

1. Discuss with the students careers; what they are and how many different types.
2. Have students complete the self-awareness survey and see how this relates to the cluster of careers.
3. Students will then explore the careers to find out more about them.

Schedule of Events:

1. In October, we will be discussing the cluster of careers.
2. In November, students will complete the self-awareness survey to see how it relates to them and careers.
3. December and January will be spent in making career decisions and learning more about specific careers through class discussions, filmstrips, and resource people.
4. February and March will be spent in actual career exploration in the field. Students will have decided on the two careers and they will spend as much time as needed to find out all they can about these careers through field trips, personal interviews with employers and employees.
5. In April, the students will complete the hands-on project to have the experience of doing some of the work that is entailed in these types of jobs.

Learning Activities

1. Community resource people who will spend time in coming and speaking.
2. Field trips
3. Producing a slide presentation about the Chamber of Commerce and the Idaho Department of Employment.
4. Field trip to a bank and the Courthouse.
5. Filmstrips that are available which will explain careers to the students.
6. Students will complete the hands-on project.

Materials--Snow Country Practice Set (Southwest Pub. Co.), Office Practice: Business Manners and Customs (Business Ed. Films, 5113 16th Ave., Brooklyn, NY), posters (ESA Graphic Aids, 26 S. Royal Dr., Albany, NY 12205)

BUSINESS CAREERS

R O U R T Q C K P A M E D I C A L S E C R E T A R Y B

L E G A L S E C R E T A R Y L V Z F O N Q I B D S R M

A C C O U N T A N T O P Q B Z T Y P I N G A N M P X E

U L A E Z X C V B N M L K J H G F D S A Q W D E R T S

M E S I P A Y R O L L C L E R K Y U I O P Q N Z X C S

L R H F I T E L L E R Z X C V K R O T I D U A C V B E

T K I M N F I L E C L E R K A S D F G H J K H Q I R N

P O E K R Q Y O F F I C E M A N A G E R C V T L Q X G

K N R E N Q C H N C O U R T R O O M R E P O R T E R E

Q G Y A S D F M A I L C L E R K P O I F R D O Q W E R

C U M N B V C X X I S T E N O G R A P H E R H I W Q G

B X C N K I W L F D Y T A X S P E C I A L I S T Q K B

Can you find 19 business careers?

Be sure and look for answers across, backwards, up, down, and diagonal.

HANDS ON PROJECT

Why is a secretary necessary in a business?

If a busy executive had to do his own filing, type his own letters, answer his telephone every time it rang, make airline and hotel reservations every time he traveled, talk to everyone who wanted to talk to him, prepare reports on all the work he was responsible for, keep track of his appointments everyday, he would have no time left to make big decisions and make things happen for his company.

That's why a secretary's job is important. The good secretary handles these duties helping her boss to be a good executive.

In this project, you will be exposed to different situations a secretary comes in contact with during her day's work. You are a secretary to Mr. Paul Peters, owner of Hirschi Wholesale plumbing supplies, and you are calling Big Daddy Printing Company and talking with the secretary, Miss Dawson of the company. This is the conversation that ensues:

Caller: Hello. Is this the Big Daddy Printing Company?

Miss D: Yes, it is.

Caller: This is Mr. Paul Peter's secretary of Hirschi Wholesale Plumbing supplies and I would like to speak with Mr. Stuart.

Miss D: Sorry, he's not in.

Caller: When will he be in?

Miss D: He went out a while ago. He didn't say when he'd be back.

Caller: Where can I reach him? This is very important.

Miss D: I'm sorry. I'm not sure where he is right now.

Caller: Can you help me? Are you Mr. Stuart's secretary?

Miss D: Yes, I am.

Caller: Mr. Stuart promised to send copies of the special letterhead paper to be approved by our company by 10:00 tomorrow and we haven't received any word as yet.

Miss D: I wouldn't worry. The shipment will probably arrive early tomorrow.

Caller: Can't you check to see when the shipment left or let me talk to someone who can give me this information?

Miss D: Why don't I take your phone number? If Mr. Stuart comes back before 5, I'm sure he'll check with the shipping department and call you.

Miss Dawson did not realize that she was representing Big Daddy Printing Co. and her boss to a possible customer. She did not follow these important rules:

1. Save the caller's time and your own by giving the necessary information when you answer the phone. Instead of answering "hello," Miss Dawson should have identified herself and her boss at once.
2. Always make your boss and his company look good. She should have told the caller her employer was not at his desk but she could help.
3. Do all you can to substitute for your boss if he is not available. Miss Dawson should check into the problem immediately.

Using the above rules, how can youchange the conversation to make it much more favorable for Miss Dawson's company?

1. When the telephone rang on Miss Dawson's desk, she should have said:
   a. Miss Dawson
   b. Good afternoon, Big Daddy Printing Company
   c. Mr. Stuart's office, Miss Dawson speaking.
   d. Mr. Stuart's office

2. Mr. Stuart was not in his office, so what should Miss Dawson have said?
   a. He's not here, but I'm handling all his calls.
   b. He's away from his desk at the moment. May I help you?
   c. I'm very sorry, sir, He's not here right now.
   d. He just stepped out. I'm not sure when he'll be back.

3. Mr. Stuart promised to send copies of the special letterhead paper to be approved by our company by 10 a.m. tomorrow and we haven't received any word yet. Miss Dawson should have said:
   a. I can check with our shipping department and call you back in the morning.
   b. Please hold the line and I'll find out from the shipping department when the letterhead paper was shipped.
   c. Mr. Stuart must have handled the order himself. No one else would know anything about it.
   d. If Mr. Stuart said it would be there, it will be there.

You are now to type the following letter in block style, open punctuation with a carbon copy and address an envelope in proper style.

February 15, 19__: M. Mark Brown, President, Associated Industries, Inc., 1068 California Avenue, Seattle, WA 98115. Dear Mr. Brown. Often the effectiveness of a letter is reduced if it is poorly placed on the page. Good letter placement has eye appeal. A letter that is properly placed on the page gets the kind of positive attention that leads to action as your customer reads your message.

(cont. on p. 6)

Make an address file and put in alphabetical order:

Lenox, Inc.	Prince & Meade	Trenton, NJ 08638
Evans Products Co.	1211 SW Salmon St.	Portland, OR 97206
VCA Corporation	1720 Fairfield Avenue	Bridgeport, CT 06605
Admiral Corporation	3800 Cortland Street	Chicago, IL 60647
Genesco, Inc.	111 Seventh Avenue	Nashville, TN 37206
Miles Labs, Inc.	1127 Myrtle	Elkhart, IN 46514
Century Paper Co.	281 Tennessee Street	Boston, MA 02210
Telephone Utilities, Inc.	Box E	Ilwaco, WA 98624
Daniel Industries, Inc.	9720 Katy Road	Houston, TX 77024
Hughes Tool Co.	5425 Polk Avenue	Houston, TX 77023

Our Research Division has just completed an intensive study of letter placement problems. They have developed a new letter placement guide that assures good placement every time. Several copies of this new guide are enclosed. Why not have your typists try it. I know you will be pleased with the very attractive "picture frame" placement it will give your letters.

This letter placement guide is another of the free services we offer to the busy executive who must depend upon his typing staff for proper letter placement. It is always good to have an occasion to be of service to you. Sincerely yours, Paul Peters, Owner xxx Enclosure.

Type the following invoice check:

Sold To: Young Engineering Associates
803 SW Broadway
Portland, OR 97205

DATE: November 20, 19__
OUR ORDER NO: GS - 5097
CUST. ORDER NO: H - 32086
SHIPPED VIA: Red Ball Express

Terms: 2/10, n/30

Quantity	Description	Unit Price	Total
10 cases	10w - 30 quart cans Modern Oil	13.95	139.50
2 c	cx 4139 Plastic funnels	20.00c	40.00
1 m	½ inch Galvanized reducing elbows	100.00m	100.00
5 c	1½ inch 45 elbows for drainage	12.00c	60.00
10	60 ft. coils 3/8 inch copper tubing	10.00	100.00
3 m	3/8 inch coupling - copper to copper	20.00m	60.00
50 rolls	K C 91, 1 inch clear repair tape	.50	25.00
			524.50